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ABSTRACT

This journal contains news items and articles for teachers of English in Israel. The following news items are included: Listening Comprehension Test, 1978; news from the Bagrut Examinations, 1978; summer schools in Great Britain, 1978; Bagrut Examinations, 1975-1978; in-service courses; "English Teachers' Journal" subscription; new textbooks; English newspapers in school; updated curriculum for schools; the Herzog-Toynbee debate; achievement tests in English; and NETA for grade 8. The remaining contents are: "Notes Toward a Syllabus for Teaching English to Socially-Disadvantaged Pupils" by Raphael Gefen; "Suggested Syllabus for 'Gemer-Masmar' Students"; "Guidelines for the Two-Point Programme in the Secretarial and Tourism Trends"; "English Language Achievements of Israeli Secondary School Students" by Arieh Lewy; "Teaching Reading to Beginners" by Zafra Tatcher and Elana Neumark; "News from the Instructional Television Centre" by Sheila Been, Dvora Ben-Meir, and Sional Kronfeld; "A Practical Application of a Theoretical Analysis: Teaching Less-Able Learners" by Boaz Sarig; "Incongruencies in Lexical 'Gridding'--An Application of Contrastic Semantic Analysis to Language Teaching" by M.B. Dagut; "Fifth Annual Conference of the Israel Association for Applied Linguistics" by Andrew Cohen; "Materials for Teaching Native Speakers" by Patti Golan; "Books for English Speakers" by Yael Gefen; and "The Place of the Notebook in Teaching English" by Hella Elammy. Letters to the editor and synopses in Hebrew of the contents of the issue are also included. (SW)

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Ministry of Education and Culture
Pedagogical Secretariat – English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

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ENGLISH TEACHERS' JOURNAL (Israel)
Number 20, November 1978

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"עלון למורים לאנגלית" מוצא לאור על-ידי הפיקוח על הוראת האנגלית, משרד החינוך והתרבות, ת.ד. 292, ירושלים לכתובת זו יש לכוון את פניות הקוראים. דמי מינוי 25 לירות (שני גליונות) יש לשלוח ליחידת הפירסומים, משרד החינוך והתרבות, רחוב הנביאים 80, ירושלים.

INFORMATION FOR ENGLISH TEACHERS

Listening Comprehension Test, Summer 1978

Following is the text of the Listening Comprehension given over the radio, with the accompanying comprehension exercise. Examinees first listened to the text only (with question-paper closed), then looked over the questions and possible responses, and then heard the text for a second time (with question-paper open and students allowed to mark the most suitable response as they were listening, thus minimizing the memory-retention factor). They then had a further period to look over their paper before handing it in. The text was broadcast first in a British (female) accent and the second time in an American (male) accent. Radio reception was good and there were very few hitches.

The Text: "The following is a news report we have received about certain problems of school life in a developing country. The government of that country is planning to use soldiers to enforce discipline in schools, but this plan has been criticized by many public bodies, including the Teachers' Union. The Teachers' Union has declared in a public statement that this plan will create a state of fear in the schools and will harm the normal process of teaching and learning. However, a meeting of headmasters of schools has supported this government plan.

This idea of using soliders in schools was put forward by army officers after the Prime Minister made a speech last month emphasizing the need for discipline at all levels of life in the State. Almost everyone is agreed that discipline has broken down completely in society in general and in schools in particular, and that something ought to be done about it.

The government has explained that the soldiers would be part of the teaching staff and would take orders from the headmaster just like any other teacher. The soldiers would help in physical training and in training for sports, and in general would help to keep order. The headmasters demand the right to have a free hand in choosing the soldiers they would like to work with.

The plan has come at a time when people are discussing whether or not to reintroduce physical punishment in schools. In the past, teachers were allowed to punish pupils with a cane. A cane is a thin stick used in some countries by teachers to beat children who behave badly. Some years ago, the schools of that country stopped using the cane, but the bad behaviour and lack of discipline in many secondary schools have led to a demand to start using it again. The Prime Minister himself gave a lead when on a recent visit to a school he hit a pupil three times with one because the pupil was not dressed properly."

The Questions:

1. What is the main problem referred to in this news report?
   a) Relations between the army and schools.
   b) Relations between the Prime Minister and army officers.
   c) The lack of discipline in the army.

d) The lack of discipline in schools.

2. Why are soldiers being sent into schools?
   a) To force pupils to join the army.
   b) To make pupils behave themselves.
   c) To teach military subjects.
   d) To learn together with the pupils.
3. Which of the following agree with this plan of using soldiers in schools?
   a) The teachers.
   b) The pupils.
   c) The parents.
   d) The headmasters.
4. Who suggested the plan?
   a) Army officers.
   b) The Prime Minister.
   c) The teachers.
   d) The headmasters.
5. Is the problem a general one in that country, or is it limited to schools?
   a) It is general, but especially in schools.
   b) It is limited to schools.
   c) It is limited to schools in certain parts of that country.
   d) It is found less in schools than in other parts of society.
6. What would be the relationship between the soldiers and the teachers?
   a) The soldiers would work together with the teachers.
   b) The soldiers would take orders from their officers, not from the headmaster.
   c) The soldiers would be pupils of the headmaster, but not of the teaching staff.
   d) The soldiers would keep order among the teachers.
7. What do the headmasters demand?
   a) The right to choose the soldiers.
   b) The right to give the soldiers a free hand.
   c) The right to work with the soldiers.
   d) The right to have a free hand whether to have soldiers or not.
8. Is the cane going to be used again in schools in that country?
   a) Yes, the text states that the cane is to be reintroduced.
   b) No, the teachers will not agree.
   c) Possibly. No decision has yet been taken.
   d) No, the Prime Minister does not agree.
9. The opinion of the pupils themselves is:
   a) they would like soldiers in schools.
   b) they object to the use of the cane.
   c) they demand the use of the cane.
   d) not mentioned in the text.
10. The text mentions a certain pupil who was punished. Why was he punished?
    a) He was not wearing suitable clothes.

b) He was behaving very badly.
c) He was against the government.
d) He hit the Prime Minister three times.

Other News From the Bagrut Examinations, Summer 1978

The big innovation this year was the introduction of the *Intermediate Level (4 point) Examination for Technical Schools, for Secretarial and Tourism Classes, and for Agricultural Schools*. In this examination, the "common core" elements (Reading Comprehension, Listening Comprehension, Oral Expression, Language Exercises, and a very modified Literature programme) were examined externally, and the "specific" English of the Trend (e.g. electronics, secretarial, fashion, agriculture) was examined internally, according to a syllabus and a question-paper approved by the English Inspectorate. In this way, more emphasis and encouragement are given to "English for Specific Purposes", but there were a number of difficulties, such as:

(1) in smaller schools, pupils of different Trends study English together, in which case the Inspectorate's recommendation was that they do the Intermediate Level examintion for "academic" schools, which is totally external and does not contain any "specific" English;
(2) many Trends were in effect not doing any "specific" English at all, because of the absence of suitable study-material and a suitable syllabus at this level of proficiency (and sometimes an absence of teacher-enthusiasm to hunt for suitable materials or even to teach technical English);
(3) many teachers were not overly successful in writing examinations which were appropriate from the reliability and the validity points of view. The Inspectorate intends to hold special in-service courses in test-writing for teachers in these schools during the coming year, in which inter alia teachers will be able to share their experiences in testwriting. All in all, however, the principle of an approved Internal Examination in Specific English is important educationally and linguistically and will prove to be a valuable experience for pupils and teachers alike.

Many of the examiners (see "LETTERS TO THE EDITOR") have pointed out that many pupils' written work in the *ESSAY (5 point examination – Upper Level)* seems to be becoming over-colloquial in character, even when they write a formal descriptive essay (clearly, the essay subjects in the form of a letter or a dialogue would be written in a more informal style); teachers are asked to make the differences between formal written English and informal spoken and written English clear to their pupils. Other points made by the examiners were the evident lack of training on the part of many examinees (especially the Intermediate Level 4 point examinees) for intelligent performance in the *CLOZE exercises*. CLOZE tests are an all-round communication exercise where a knowledge of the context of the missing items is all-important, but it was clear from too many attempts by pupils that they were simply looking at the words immediately preceding the missing item and not at the passage as a whole, nor even at the rest of the sentence. Teachers should do a lot of CLOZE practice in all their classes and at all levels of study, encourage

pupils to be as creative as possible in these exercises (i.e. hypothesis-testing) and discuss with their classes the possible entries – why this or that item will or will not be appropriate for a given slot.

In the *"interrogative" exercise*, whereby the examinee is required to provide the question to which the answer is given, there was a distinct improvement this year, but it is still remarkable that so many pupils finishing Grade 12 are still unable to phrase a question in English and instead write sentences like "Why they went to the airport?". Since they have obviously been taught the interrogative patterns (and probably continually re-taught them throughout the years), the probable explanation for their failure is simply a lack of use. Thus, pupils should be encouraged to ask questions as well as answer them. After all, in a genuine communication situation, the "foreign speaker" is far more likely to have to ask questions in the foreign language than to answer them!

A number of schools presented pupils (individual pupils or small groups, never whole classes) for the *Upper Level – 6 point examination*. The 6th point is an examination internally set but externally graded, with a syllabus usually based on an advanced literature programme agreed upon for each group or individual. The level is very high and only pupils who have a school grade of at least 9 are allowed to sit for the examination (mostly native-speakers or others with a very high level of proficieny). Most of the examinees this year were indeed of a very high standard, but here and there schools entered pupils whose English, while being good, was not up to the required level. Some schools were apparently unaware that their programme and the question-paper have to be approved in advance by the Inspectorate. In order not to penalize the pupils themselves, on this occasion no steps were taken, but in future teachers should make sure that firstly their programme and then their examination-paper are approved in advance by the Inspectorate and that their examinees are of a very high level of English proficiency. One way of ensuring this is to have these pupils enter for the 5 point examination at the end of Grade 11, get a mark of 9 or 10, and then present them for the 6th point only at the end of Grade 12. However, it is also permissible to present them for the entire 6 point examination at the end of Grade 12.

On the whole, examinees did quite well in the *READING COMPREHENSION* test, thus indicating the emphasis placed on this skill in schools. The Examinations Board intends to increase the number of the more discriminating "semi-open" items (e.g. anaphora where the examinee finds the reference in the text instead of being given a multiple-choice set of possible responses, or the examinee is required to find the word in a paragraph of which the paraphrase is given, or even the occasional guided open question as in this year's paper – "What is the writer's attitude to collecting as a serious hobby?"). There were still individual pupils or even whole classes that did better on the literature and even on the essay than on the Reading Comprehension test. Teachers are reminded that the major stress in teaching is on the skills of Reading Comprehension and the aural-oral skills and not on composition writing, and that the aim of Teaching English as a Foreign Language in Israel is communicative proficiency and not literary analysis (which in fact turned out to be in most of the above cases merely badly-digested "model answers" learnt by heart).

Summer Schools in Great Britain, 1979

The Ministry of Education and Culture and the British Council are offering a limited number of scholarships for three-week courses in Methods of Teaching English as a Foreign Language and in Applied Linguistics, to be held at British universities in July and August 1979. The scholarships cover fees and accommodation but not fares. Applicants must be qualified teachers of English in Israel schools with at least 5 years experience. Applicants rejected in past years may apply again, but it is regretted that teachers who have already been on one of these courses will not be considered for a second scholarship. Candidates should apply in English to the English Inspectorate (not to the British Council), Ministry of Education and Culture, P.O.Box 292, Jerusalem, giving full particulars of their qualifications and experience (also their identity card number), by the end of December 1978.

Publication: "BAGRUT EXAMINATIONS 1975-1978"

The English Inspectorate and the Publications Department of the Ministry of Education and Culture are now preparing a collection of Bagrut examination papers for 1975-1978, for sale. The booklet will contain all the papers at the 5 point level, including the Listening Comprehension tests (text and question paper). This booklet will be especially useful to teachers preparing classes for these examinations. Schools will be informed when the booklet is published.

There are still some copies available of the "PASSAGES FOR READING COMPREHENSION" published by the Inspectorate as a source-book for teachers in the upper grades (especially useful for preparing classes for the Bagrut examinations). Copies are available from the English Inspectorate, Ministry of Education and Culture, P.O.Box 292, Jerusalem, free of charge (Note: this is a source-book for teachers and cannot be ordered in multiple copies for class use). Also available from the same address are back copies of the JOURNAL, issue 18 only (November 1977), and the *ABC Chart*, giving the printed and cursive alphabets.

In-Service Courses

120 new immigrant teachers attended Summer Schools in the Hebrew subjects and in Methods of Teaching English held in Jerusalem, Tel Aviv, and Haifa; longer courses were held during the past school year at Kiriat Yam and in Jerusalem (two such courses in Jerusalem). New courses for new immigrants were begun in September 1978 in Kiriat Yam and in Jerusalem. During the Summer, courses were held for practising teachers in Tel Aviv (organized by the English Inspectorate), at Bar-Ilan University, and at Haifa University (organized by the English Inspectorate in conjunction with Haifa University). Intensive courses preparing teachers for the new television courses were held in every District. A year's course for retraining general teachers in Religious Schools as teachers of English has begun in Tel Aviv; subjects studied are Methodology, Proficiency and Pedagogical Grammar.

The two-year course for training Heads of English Departments in Secondary Schools at Tel-Aviv University has now been completed, the similar course at Haifa University is now in its second year, and the course at the Hebrew University (for teachers in the Jerusalem and Southern Districts) has just begun.

Seminar Hakibbutzim-Oranim is now offering courses for practising unqualified secondary school teachers of English in Methodology and in the Education subjects (to be given in English) on a one-day-a-week basis; interested teachers should apply to the Head of the English Department, Mrs. Tamar Sachs, Seminar Hakibbutizm-Oranim, Kiriat Tivon.

English Teachers' Journal (Israel)

Beginning with this issue (Number 20), the JOURNAL is distributed on a subscription basis only. The price of a subscription for two consecutive issues is IL. 25 (including postage and VAT), and is subsidized by the Ministry of Education and Culture. If you are not already a subscriber, please fill in the coupon below, with a postal bank cheque made out to:

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New Textbook: LIVING ENGLISH III

Book Three for Grade 7 of the *New Living English Series* by I.D. Bamberger and R.M. Morahg is now in the press and will be available shortly.

The book is completely revised in text, illustrations and format. It covers the required syllabus and is suitable for use independently as well as alongside instructional television.

"Oxford Students' Dictionary"

The "Oxford Students' Dictionary of Current English", edited by A.S. Hornby has been approved by the Ministry of Education and Culture as auxiliary material for use in the Bagrut examination. Other dictionaries approved for this purpose are "Oxford Advanced Learners' Dictionary" and "Collins English Learners' Dictionary".

New Textbook for Grade 6 – ESH 4/5

ESH 4/5 ("English for Speakers of Hebrew") represents a revised verison of the preliminary edition of the ESH 4 and ESH 5 Reader-Language texts and workbooks. The revision is based on classroom experience and recent developments in the methodology of teaching English as a foreign language, as well as economic considerations that influenced the publishing of the revised material in a single volume. Since this present text is intended for pupils in their second or third year of English, it is most suited for Class 6 of the primary school. However, it certainly can be used with a variety of pupil populations when their particular needs are met by the materials. The following methodological considerations have guided the team in their revision of the preliminary materials:

a) The necessity to condense the material and give it a new format so as to suit the needs of a variety of pupil populations. It is hoped that most classes will be able to complete the bulk of the text within a regular school year.
b) The inclusion of communicative activities, group work and individualized work in the regular course of language study.
c) The contextualization of the language material presented, and a decrease in the vocabulary load. Many of the situations and the lexical items are now coordinated with the vocabulary presented for active use in the "Here We Are" television series.
d) The addition of review activities to all units to allow for a more cumulative use of language.
e) The addition of a variety of fun activities to each unit.
f) The assumption that the teacher prefers more responsibility and initiative in the choice and design of class activities.
g) The assumption that the pupils are expected to take a more active part in the learning process – by working in groups, individually, communicating actively and testing themselves. The hope is that this will help them develop better learning habits and gain more self-confidence.

Each unit is centered around a specific language structure, but also contains considerable review. Two basic features assure continuity and uniformity throughout the book: the structure of the unit and the main characters that reappear in every unit. In addition, each unit contains the following elements:

a) Study – example sentences followed by a simple explanation in English, Hebrew and Arabic.
b) Word study – new words are presented, as far as possible, within semantic fields. The meaning of the words is usually supported by accompanying graphics as well as situa-

tional context. Ample exercises are provided to help the learner practise the new words.

c) Exercises – language exercises in the text are presented in a carefully graded sequence from highly controlled to relatively free. Care has been taken to keep the number of items in each exercise to a minimum so as not to overburden the learner.

d) Review exercises – special language, vocabulary and spelling exercises have been included in each unit in order to allow for review of items taught in earlier units.

e) Let's talk – communicative activities have been included in each unit to give the learners a chance to talk about themselves.

f) Group work – suggestions for group work are provided for teachers and students. All such activities can also be used for individual work.

g) Tests – a test is provided in each unit on the specific language items taught in that unit. The objective of the tests is to help both the pupil and the teacher evaluate achievement and they can be used as a classroom activity or as homework.

h) Words to know – a list of words taught is given at the end of each unit.

In addition, at the end of the book, there is a comprehensive list of the vocabulary items used in this text with both Hebrew and Arabic translations. Other books in the ESH series published during the past year are: *ESH 6 LANGUAGE* – intended for Grade 7, to be used in conjunction with the *ESH 6 READER; ESH 8 LANGUAGE STEP BY STEP* – intended for classes that have used ESH 7, or a Grade 7 class that is not yet ready to use ESH 6, or a Grade 8 class which needs to practise basic language material.

NETA material for Grade 8

The NETA project has embarked on an "open experiment" in developing new materials for socially-disadvantaged pupils. The experiment is "open" in the sense that the NETA team invites all teachers who are interested in participating to join in the field testing and evaluating of the new NETA materials for Grade 8. The new approach of NETA utilizes the comic-book format which relies on graphics and form to develop the content of English language skills. The target population of 8th graders who have previously not met with great success in developing these skills hopefully will be attracted to this format. The comic-book offers the pupils a limited vocabulary with frequent repetitions and an interesting setting. Reading cards and cassette tapes have been prepared as companions to each of the three units currently available. The initial response by both pupils and teachers has been positive; however, the sample has been far too limited for NETA properly to evaluate the effectiveness of their approach. Wider participation in this experiment will assist the NETA team in this process of preparation and evaluation. Teachers wishing to take part in the project should apply to NETA ENGLISH PROJECT, School of Education, Tel-Aviv University, Ramat Aviv.

Updated Curriculum for Schools

The updated English curriculum for State schools and State-Religious schools (Grades 5-12) is available from "Ma'alot" publishers, Rehov Lunz, 5, Tel Aviv. This revised edition of the English curriculum for Israel schools is not substantively different from the earlier curricula (Primary School 1960, Intermediate Division 1970, Upper Division 1973). The intention of the revised edition is to update particulars in those editions, to combine the previous separate curricula into one integrated curriculum, to put certain emphases on various aspects of the curricula not sufficiently emphasised in the earlier editions, and to change a number of items in the programmes, as a result of experience in schools. This revised edition has been compiled with reference to the new progamme of studies and examinations for the Upper Division in schools. The contents of the curriculum are: Rationale; Objectives: Primary School, Intermediate Division, Upper Division; Methodology: The Oral Approach, the 'Modified Audio-Lingual Method', Teaching Grammar, Teaching Vocabulary, On the Use of Translation, Teaching Reading and Writing; Some Suggested Teaching Situations for the Primary School and the Intermediate Division; The Course of Studies; The Length of Lessons in the Primary School; Pronunciation Model: Mother-Tongue Interference; Discourse Analysis; Using A Dictionary; Ability Grouping in Primary School and Intermediate Division; The Grammar Programme: Patterns for Grades 5-6 (Primary School), Patterns for Grades 7-9 (Intermediate Division), Patterns for Grades 10-12 (Upper Division); Notes on Examination Requirements for the Upper Division.

The Hertzog – Toynbee Debate

The famous debate between Hertzog and Toynbee on Jewish history and nationhood has now been published as an extensive Reader for advanced classes in Grades 11 and 12. The Reader has been published by the Curriculum Centre of the Ministry of Education and Culture and is available from "Ma'alot" publishers, Rehov Lunz, 5, Tel Aviv. The Reader also contains an Introduction and a glossary of difficult words. An accompanying Teacher's Guide is also available from "Ma'alot" (price not known at the time of going to press). The actual debate was recorded at the time and is available on cassette at every Pedagogical Centre of the Ministry. The cassette may be ordered from the publishers, C.B.S. Records, Tel Aviv.

LITERATURE SET TEXTS

"Everyman's University" has published ten texts covering select items of the Bagrut syllabus for English and American Literature in the four different genres, as follows:

A. *The Short Story*
1. James Joyce, *Eveline*
2. Dorothy Parker, *The Standard of Living*

3. Flaherty O'Connor, *Everything that Rises Must Converge*
4. D.H. Lawrence, *The Blind Man*

B. *Drama*
Arthur Miller, *All My Sons*

C. *The Essay*
1. James Baldwin, *My Dungeon Shook*
2. Margaret Mead, *One Vote for this Age of Anxiety*
3. James Thurber, *My Secret World of Idiom* and *Courtship Through the Ages*

D. *Poetry*
1. British Poetry: Shakespeare's *Sonnet XVIII*; Hardy's *In the Time of the Breaking of Nations*; Houseman's *To an Athlete Dying Young*; and Auden's *Musée des Beaux Arts*
2. American Poetry: Whitman's *I saw a tree in Louisiana*; Frost's *Stopping by Woods* and *Mending Wall*; and Logan's *Picnic*

Each of these books (of between some 40-180 pages each) is profusely illustrated and (with the exception of the Miller play) accompanied by an artistic reading of the text (under the direction of Peter Frye – 6 cassettes). See "News from the Instructional Television Centre" in this issue of the ENGLISH TEACHERS' JOURNAL for more information about these cassettes. Every set-book features instructions to the student (in Hebrew) on how to go about the work involved, a general introduction (on the genre, and on the differences between American and British English), a specific introduction (on the author and his work), the text (divided into sections – each with notes, glossary and guide questions), a set of language exercises, a set of literary and content questions (including Bagruth-type essay subjects), and an answer-key. The General Editor of this Literature Series is Dr. Alan Marbé.

All the books in this course are now on sale (for the time being direct to schools only) either separately or in bulk.

For further enquiries, please write to Everyman's University, 16, Klausner Street, Ramat Aviv, Tel-Aviv.

ENGLISH NEWSPAPERS FOR USE IN SCHOOLS

GOOD TIMES LTD.
POB 3576, Jerusalem 525353

Publishers of special monthly newspapers in simplified English for the primary schools and Intermeditate Division:

GOOD TIMES – grades: 7, 8, 9
JUST FOR YOU – grades: 6, weak 7
ABC TIMES – grades: strong 4, 5, weak 6

The first issue of these newspapers appeared in SEPTEMBER. This gave all teachers and pupils the opportunity to begin using the newspapers during the first full month of studies. The first issue was a special 6-page September-October combined issue, including material on the festivals. The heavy load of religious holidays in October clearly do not allow sufficient study time for a separate October issue.

ONE-TIME ONLY LOW-PRICE SUBSCRIPTION OFFER – 25 LIRAS.

Pupils are offered a subscription price of only 25 liras per pupil for the full 9 issues, from September to June. Please note that this introductory offer is only valid for September and October, *and subject to the order being sent and paid for by the end of October at the latest*. From November onwards the price per pupil subscription September-June will be 28 liras. The price is the same for *ABC TIMES, GOOD TIMES* and *JUST FOR YOU.*

TWO MONTH LIMIT ON PAYMENT FOR ORDERS

Most teachers sent the publishers their payment with their orders or soon after ordering, but some teachers regrettably waited many months before paying. To prevent a recurrence of this tendency, teachers are required to pay for their orders at the latest within 2 months of ordering. If payment is not forthcoming, delivery of newspapers will be suspended.

READERSHIP

Last year there were nearly 60,000 regular pupil-subscribers in hundreds of schools of all streams throughout the country.

The material in each issue is geared to the pupil's level and sphere of interests. The newspapers are specially designed to meet the needs of the syllabus, and owe much to their attractive layout and printing on high-quality paper. Each issue is packed with an amazing variety of material that is topical, informative, entertaining and motivates the pupils to read, speak and enriches his vocabulary.

SPECIAL FEATURES TO NOTE

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THE TEACHER'S GUIDE

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08123	Reader 2b: TOOLS AND MACHINERY (with exercises)
08080	Reader 2c: ENGINES AND TRANSPORT (with exercises)
08097	Reader 2d: AGRICULTURE
08109	Workbook of Exercises to Accompany Reader 2d: AGRICULTURE

Dr. A. Marbe has also written and published a Workbook to accompany Reader 1: GENERAL TECHNOLOGY in the above series, obtainable from Lonnie Kahn Publishers, 5, Nahlat Benyamin, Tel Aviv and from the Institute above.

NOTES TOWARDS A SYLLABUS FOR TEACHING ENGLISH TO SOCIALLY-DISADVANTAGED PUPILS

by *Raphael Gefen*

It is not the intention of this article to discuss the sociologic[illegible]nd educational factors which serve to define the category of pupils regarded by the educational system of this country as "socially-disadvantaged", but to concentrate on the specific tasks of the English teacher. Socially-disadvantaged pupils should not only learn English just like other sectors of the school population as a means of international communication, but for these pupils in particular there is the added prestige value of English to help boost their self-image.

Most socially-disadvantaged pupils have difficulties in learning English in the school, as a result of their background; furthermore, English is of course merely one subject among many in the school curriculum with huge expanses of "non-English" between each lesson in the foreign language. As such, it cannot be compared with the problems of learning English in the U.S.A. and Britain by socially-disadvantaged immigrant pupils in those countries: in Israel, English is a "foreign language" learnt as a school subject, and is not a "second language" to which the pupil is also exposed outside the school (and possibly even the language of instruction of all subjects in the curriculum). The very same pupil in our schools who has learning difficulties with English as a school subject might do very much better in the language were he immersed in it under bilingual or other massive exposure conditions.

Socially-Disadvantaged Pupils in Primary School (Grades 4-6)

Beginners who are socially-disadvantaged youngsters do not require, in my view, a differential syllabus, but they do require *more time for the same achievements*. Hence, English in Grade Four, which is an optional extra for the school population as a whole (the compulsory starting-age for English is Grade 5), and is certainly beneficial for non-socially-disadvantaged pupils, is essential for socially-disadvantaged pupils. They require this *HEADSTART* programme and teachers should do their utmost to convince school Principals to introduce English in Grade Four in socially-disadvantaged schools, and if possible for more than the two hours per week recommended for Grade Four. Likewise, an extra hour should be added to the lessons in Grade Five (i.e., four hours per week instead of three), out of the reserve of hours given to schools where the population is socially-disadvantaged. The Committee for Primary Education of the Ministry of Education and Culture fully supports these recommendations to begin English in Grade Four and to add an hour to Grade Five.

As stated above, it is not necessary to have a differential syllabus for these pupils in Primary School. All Primary School English is based on methodological principles which meet the criteria usually recommended for teaching socially-disadvantaged pupils also. These methodological principles are:

i) all teaching is based on "immediate situations"; and uses the "Oral Approach";
ii) the vocabulary taught is firmly linked to the pupils' interests and environment;
iii) the grammar taught is always immediately contextualizable; and taught functionally;
iv) the teaching of meaning (both lexical and grammatical) is done by means of audio-

visual aids (especially Instructional Television), physical demonstration and the use wherever possible of 'realia', with pupils being encouraged to "do" English rather than "be taught" English;

v) teachers are encouraged to use dramatization, role-playing and other activity methods;

vi) drills used are in the main mimicry-memorization, repetition and simple substitution, all within a meaningful context.

Socially-disadvantaged pupils in the Primary School do not differ in motivation from other pupils; if their background holds them back even at this early stage they should receive additional help ("remedial lessons", i.e. a difference in quantity not quality), or learn from the same syllabus basically as other pupils but proceeding at a slower pace and learning the essential core of the programme. I am referring here in particular to the PARALLEL and SHORTER PARALLEL programmes of Instructional Television. Even so, these Alternative programmes apply to Grade 6 only, in other words the second or third year of learning English: there should be no streaming or other forms of separating pupils during their first year or even first two years of English (where English is begun in Grade Four), in my view.

If possible, classes consisting mostly or entirely of socially-disadvantaged pupils should be small, hopefully with not more than 15-20 pupils in a class.

Socially-Disadvantaged Pupils in Grades 7-9 ("Intermediate Division" or upper grades of Primary School), *whose English is "falling behind"*

Some of these classes are "streamed" or "ability-grouped", others are not. For those socially-disadvantaged pupils who are having learning difficulties in mixed-ability heterogeneous classes or are in the B STREAM of an ability-grouped school (although of course the term B STREAM is a relative distinction, and B in one area may be C or A in another), the syllabus should have somewhat different *emphases*. Note that the operative word here is "emphases" rather than a different programme: it is "less of the same" rather than "different", and in this way it is always possible to "add more of the same" if and when their foreign-language competence and performance improve. These emphases are:

(i) a stricter selection of grammatical and lexical items to form a "skeleton syllabus" (core-programme) for active *productive use*. Grammatically, this programme should be the syllabus for Grades 5 and 6. Lexically, a further 150 words or phrases should be learnt each year for productive use (in addition to the 600 items learnt in Grades 5 and 6), in contradistinction to the 300 items per year recommended for other pupils. These productive items must be relevant to their particular needs and interests.

(ii) other aspects of the Intermediate Division syllabus, grammatical and lexical, should be met and understood for *recognition-receptive* purposes mainly. In other words, the grammatical syllabus for Grades 5 and 6 is for productive use, whereas the syllabus for Grades 7-9 is rather for receptive recognition, but of course many socially-disadvantaged pupils will succeed in learning many of these Grades 7-9 structures productively: no teacher would ever try to hold pupils back out of some mistaken sociological analysis.

(iii) the study-material should be adapted accordingly, such as by selecting material from the regular textbooks or by using ALTERNATIVE EDITION Television materials,

or by using alternative textbooks like the "ENGLISH FOR SPEAKERS OF HEBREW" Books 7 and 8. Maximal use should be made of audio-visual aids and teaching situations should be immediately relevant to the pupil, where possible directly applicable, and based on Israeli scenes involving pupils from socially-disadvantaged backgrounds.

(iv) in general, socially-disadvantaged pupils at this level of learning should not feel that they are essentially different from others, and should not be led to feel discouraged in any way. They should learn from "alternative" editions of texts, teaching the same basic material in the same basic situations but with a less sophisticated approach and with a more limited lexical and grammatical repertoire.

(v) more emphasis on LISTENING and READING than on SPEAKING and WRITING. There should be both INTENSIVE (rather short readings from a textbook) and also EXTENSIVE reading; with Extensive reading it is better to have the same Reader (which must be easy!) for all pupils (i.e. a class-Reader instead of individual titles), so that the teacher may control the Extensive reading fully and make it in part semi-Intensive, and thereby ensure both success and enjoyment. Learning and manipulating set dialogues are valuable exercises for developing LISTENING COMPREHENSION and CONTROLLED SPEAKING.

SPEAKING ACTIVITIES should also be fostered of course, since we teach English as a means of international communication: the mimicry-memorization of short dialogues is one of the most suitable forms of speech activities. WRITING activities of a semi-mechanical character are important as reinforcements of the other skills and as aids to memorization of lexical and grammatical material.

(vi) there should be less demand for accuracy: teachers should be content with accurate comprehension and comprehensible but inaccurate expression, with a minimum of correction and rebuke. WRITING should be strictly controlled and limited, in order to minimize the possibility of errors becoming internalized.

(vii) teaching methods will be suitably modified for this group, for example by:

a) less mechanical drill (since accurate responses are not required),
b) more variety in the lessons (these pupils have a reduced attention-span),
c) more "play" activities as in the Primary School (songs, dramatizations, language games, a very extensive use of visual aids),
d) a lot of mimicry-memorization activities, including the memorization and manipulation of set dialogues (see (v) above),
e) somewhat more use of Hebrew in one-time clarifications of the meaning of an item (these pupils will be less likely to reach the stage of thinking in the foreign language),
f) a more detailed breakdown of the material into minimal graded progressions,
g) different and challenging ways of re-teaching the same material.

A Differential Syllabus for Weaker Pupils in Grades 7-9

These are pupils who have more or less failed in their English studies in Primary School and must in effect re-learn English. They are mostly found in the C STREAM, but will also be found in the B STREAM and of course in mixed-ability, heterogeneous classes;

where they learn in heterogenous classes, very special attention must be paid to their needs (e.g. individualized instruction or group work).

Some of these pupils are illiterate in English, others are semi-literate (i.e. they "know" the alphabet and can associate letters and sounds but are unable to read clusters of letters in polysyllabic words or to extract meaning from their mechanical reading): for both of these groups, a RE-PRE-READING course is required, based upon a combination of the neo-phonic and global approaches. Such a course does not exist at the moment, and teachers will have to adapt existing materials or make up their own.

This differential syllabus envisages that the total repertoire (productive use and receptive recognition) is that of the Primary School syllabus (Grades 5-6), much of which will be receptive recognition only. These pupils will have to learn from separate texts (such as the NETA materials published by the School of Education, Tel-Aviv University). Unfortunately, television programmes aimed at this population do not exist, although these pupils require intensive audio-visual techniques more than do others. Perhaps in the future special telecasts with accompanying written materials might be produced. There is also room for programmed learning materials such as a revised version of the series "SIMPLE ENGLISH" (by Mrs. Pnina Lamdan), which used to be on the market some ten years ago but is now out of print.

I would like to make a distinction between those pupils in this population who are *late-starters* from those who are *slow-learners*. For the former, the kind of strategies advocated above for the Primary School (activity methods, oral approach) could be used in the hope that they will "bridge the gap", improve their performance and transfer to a higher level of learning. But others are slow-learners, and here the approach might be more "recognition-orientated", with the stress on LISTENING COMPREHENSION and READING, with some set dialogues for SPEECH work.

Outside of all these categories above, there are some pupils aged 14-15 who are very weak indeed (almost certainly, they are very weak in other subjects as well). For these very weak pupils in Grade 9 (not earlier), perhaps it would be best for everyone concerned that English should become an optional subject (in any case, most of these pupils should really be learning in a "Special Education" or a "Slow" class). Where they do continue learning English it should be in a separate class or group; they should undertake some mimicry-memorization speech activities, learn the alphabet, learn songs and play language-games. Teachers should stress LISTENING COMPREHENSION activities above all and also use Hebew extensively. For these pupils, foreign language learning is clearly for "prestige" reasons only.

The Upper Division of Secondary Schools (Grades 10-12)

The question should be discussed of allowing (not compelling) those pupils hitherto learning in the C STREAM or at a similar level or framework of expectations, who have either failed by the end of Grade 9 to reach the syllabus requirements of the end of Grade 6 or have only very moderately succeeded, to stop trying to learn English. Pupils who are very weak in all "academic" subjects as well as English might possibly be advised to drop English at this stage, in order to concentrate on those subjects where some progress is still possible and where benefit can still be attained, for example Hebrew studies.

Those pupils who, given encouragement and assistance, can arrive at an acceptable level

of achievement (i.e. their relative weakness in English is quantitative rather than qualitative) should be provided with the means to help them catch up and keep up with their fellows. These means include the following: guided-reading library hours; afternoon extra television viewing of the Instructional Television programmes; after-school sessions in a language laboratory (self-instructional courses or a repetition of schoolwork – both of which are often possible with a tape-recorder only and without the full facilities of a language laboratory), using for example the Hebrew University Secondary School language laboratory course; conversation circles; and intensive Summer Schools or similar programmes.

Other pupils, who can still be defined as "less-able" and who learn in a separate framework (a GEMER examination framework or a course where there is no final English examination at any level) requiring a different type of course, might very well learn according to the following recommendations:

(i) much more stress on LISTENING COMPREHENSION and READING COMPREHENSION than in regular classes – the aim here is COMPREHENSION rather than EXPRESSION – but without neglecting SPEECH activities. These SPEECH activities would include controlled dialogues, interviews and oral descriptions, but there would not be the same stress on free conversation and discussion as is undertaken in regular classes at this stage of learning. In other words, the issue here in SPEECH activities is one of emphasis, not of exclusion.

(ii) teacher-satisfaction with approximate English when the pupil does express himself in SPEECH and WRITING; teacher-attitude of continuous encouragement, overlooking small mistakes.

(iii) WRITING activities must serve only as reinforcements of other skills.

(iv) the syllabus requirements are those of the Intermediate Division and no higher.

(v) the intensive use of audio-visual aids; again, a specific Instructional Television course, with an integrated textbook, is desirable.

(vi) the acquisition of vocabulary (most of it recognition only) is to be stressed, rather than that of grammar patterns or exact pronunciation. This vocabulary should be taught in discourse situations, where the items are learnt by mimicry-memorization in their meaningful context.

(vii) STUDY TEXTS (reading and speech) must be relevant to the pupils and so consist of material with which they can identify; the texts should be suited to their age and interests and be based on situations with which the pupils are familiar from their own experiences and background and from other subjects in the curriculum, and should include some VOACATIONAL material (technical descriptions in the different trades, work instructions, catalogues, etc.).

(viii) more use could be made of incidental translation, including allowing pupils occasionally to summarize in Hebrew a text studied in English (where it would prove too difficult to summarize in English), familiarizing them with the use of an ENGLISH-HEBREW DICTIONARY, and sometimes testing comprehension of English texts by objective-style comprehension questions in English and/or open-ended answers in Hebrew.

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"Weak" Pupils and "Socially-Disadvantaged" Pupils

This article has in effect dealt with "weak" pupils in English, since a very large proportion of pupils coming from a socially-disadvantaged background are weak in English. Where a socially-disadvantaged child is naturally good at foreign language learning, comes from a home which encourages language-learning, or in other cases has successfully overcome the difficulties of his background and is functioning successfully in English, the above recommendations would not apply and no differentiation would be made at any level between socially-disadvantaged pupils and others, regarding syllabus requirements, teaching techniques, learning priorities, etc. Likewise, a "weak" pupil coming from an "advantaged" background will find these recommendations applicable to him.

Readers of the *ENGLISH TEACHERS' JOURNAL (Israel)* are invited to contribute their ideas on this whole subject of teaching English to these weaker pupils. This article is intended as a discussion paper only and is not an official syllabus.

English Inspectorate: SUGGESTED SYLLABUS FOR "GEMER-MASMAR" STUDENTS (2 point final examination)

1. ***AIMS***
   - 1.1 The comprehension of written and spoken English at the level laid down in the Curriculum as appropriate to the end of Grade 9;
   - 1.2 The comprehension of written and spoken English in the Technical register studied in the school to a higher level than that of Grade 9;
   - 1.3 The encouragement of speech activities;
   - 1.4 For the *Secretarial* and *Tourism* Trends only, the ability to write simple material (letters, messages etc.) in English. For these Trends, greater stress will be placed on oral-aural proficiency.
   - 1.5 As stated in more detail below (section 3), the major stress in teaching is on vocabulary acquisition, rather than on grammatical structures.
2. ***LANGUAGE SKILLS***
   - 2.1 *Reading Comprehension*
     - a) in "general" English to a level of about 1,500 items, including some general technical vocabulary;
     - b) in the "specific" English of the Trend (e.g. Electricity, Fashion), including technical terms, instructions, catalogue items etc. (about 200 items);
     - c) pupils should read widely at the level of the paragraph and longer (not isolated sentences).

     Reading texts should be in "general" English (stories, newspapers etc.) and in "special" English (e.g. catalogues, instructions, advertisements, technical descriptions). The understanding of both written and spoken texts (Reading and Listening comprehension) can be shown and tested preferably in simple English but if necessary in Hebrew.
   - 2.2 *Listening Comprehension*
     - a) in "general" English, e.g. understanding queries, understanding the gist of a general message, understanding information;
     - b) in "special" English, e.g. understanding instructions and explanations.

2.3 *Speaking*

Some elementary ability in spoken proficiency is to be developed both in order to enable the pupil to function in an English speech situation and also to help boost his self-image, e.g. giving information about himself, his neighbourhood, his interests, his studies; asking questions about everyday matters.

2.4 *Writing*

Writing activities are to be seen as memory-aids and as reinforcements of other language activities; vocabulary should be copied and exercises such as "fill-in" or Question-answer undertaken; occasionally a simple dictation of words previously learnt can be given, in the form of a continuous passage (not isolated items). However, in the Secretarial and Tourism Trends, pupils will be taught some minimal competence in writing simple material (letters, messages, etc.).

3. *LANGUAGE ACTIVITIES*

3.1 *Vocabulary Acquisition*

a) Pupils should acquire 1,500 lexical items of a general character for active use (see 2.1 "Reading Comprehension") and a further 500 items for passive (recognition) knowledge; in addition they should acquire a special technical vocabulary of about 200 items, for active use, and a further 100-150 items for passive (recognition) knowledge;

b) The main teaching task at this level is to increase the pupils' vocabulary, hence, the major stress in teaching should be on vocabulary acquisition, with the continuous review and re-entry of lexical items. Increasing the pupils' vocabulary is more important than increasing their active grammatical repertoire beyond the level laid down for Primary School (present simple, present progressive, past simple, future forms) and the Passive Voice of some of these structures (see below). All vocabulary should be taught contextually in the framework of a continuous passage and not as lists of isolated items. Pupils should be trained in the use of an English-Hebrew dictionary and if possible also in an English-English Technical Dictionary.

3.2 *Grammar*

As stated above, the teaching and drilling of grammar should not be stressed, except as a means of understanding the written or spoken text. Pupils should have an active (productive) knowledge of the structures laid down in the curriculum for the Primary School (present simple, present progressive, past simple, future forms) and the Passive Voice (present and past simple) and in addition should have a passive (recognition) knowledge of the other structures outlined in the curriculum for the Intermediate Division (grades 7-9). Their grammar activities should mainly be mim-mem techniques and substitution tables. Formal grammar work, whether spontaneous or in the form of grammar book drills, should be avoided. Furthermore many grammatical forms can best be viewed and treated as if they were separate lexical items (e.g. modal verbs and sentence-connectors). Teachers should also stress grammatical structures found frequently in Technical English, e.g. the Passive Voice, the WILL future, Adjective Comparison, the structure of the Noun

Phrase (Adjective modifying Noun, Noun modifying Noun etc.), and common affixation processes.

It is strongly recommended NOT to use a separate grammar book of rules and exercises, but a general language textbook dealing with all the language skills; in any case, as stated above, the major stress is on Vocabulary Acquisition, not Grammar.

3.3 *Phonology*

Teachers should be satisfied with intelligibility and approximate accuracy in their pupils' speech. Pupils should be able to discriminate phonemes and phoneme clusters in order to understand when spoken to, e.g. to 'hear' the difference between "sing" and "sink", "bed" and "bad", "leave" and "live".

GUIDELINES FOR TEACHERS PREPARING PUPILS FOR THE INTERNAL SECTION OF THE "TWO-POINT" PROGRAMME IN THE SECRETARIAL AND TOURISM TRENDS

(see ENGLISH TEACHERS' JOURNAL No. 19 (April 1978) for Guidelines for the Internal examination of the "Four-Point" matriculation, Secretarial and Tourism Trends)

1. *Internal Examination (60 minutes)*
   1. Simulated telephone conversations.
   2. Dialogues in a business situation (e.g. bank, post office, interview for a job, callers to an office).
   3. Dialogues between tourists and receptionists, travel agent, etc.
   4. Reading comprehension, e.g. answers in Hebrew to questions in English about a business letter in English.
   5. Summarizing in Hebrew a message in English, a document in English, an advertisement in English, or tourist information written in English.

   (two or three of the above items should be included in the Internal examination).

NOTE: In addition to the above, there is an Internal ORAL examination and an Internal LISTENING COMPREHENSION examination; there is also an EXTERNAL examination consisting of a Reading Comprehension passage with objective-style answers in English, a Reading Comprehension passage with open-ended answers in Hebrew, and Language exercises.

2. *Suggested Syllabus for the Secretarial Trend*
   1. The Role of the Secretary and the Clerk in an Office.
   2. Dealing with Callers to the Office.
   3. Using the Telephone.
   4. Daily Office Routine and Equipment.
   5. Taking and Passing Messages.
   6. Oral Reporting.
   7. Filing.
   8. Filling in Forms.

9. Decoding Messages, Telegrams, Advertisements.
10. Dialogues and Interviews.
11. Travel Arrangements, Hotel Bookings, etc.

3. *Suggested Textbooks for the Secretarial Trend*

NOTE: classes should also be learning from a general English textbook; the list below is of textbooks in secretarial English only.

Textbooks:
"English for Your Business Career", Books I and II by A.R. Beesley (Collier-MacMillan)

Additional books, for teachers' use:
"The Language of English Business Letters" by A.B. Kench (MacMillan)
or
"Commercial Correspondence in English" by Spooner and McKennen (Nelson)

4. *Syllabus for the Tourism Trend*
   1. Reservations.
   2. Reception, Registration, Checking Out.
   3. Damage Problems.
   4. Complaints and Inquiries.
   5. The Telephone and the Switchboard.
   6. Dining – Setting the Table, Meals, Menus.
   7. Waiters and Service.
   8. Utensils and Equipment in the Dining Room.
   9. Planning a Tour, brochures, travel guides.
   10. Courtesy and Etiquette.
5. *Texts for the Tourism Trend*

Selections from "Hotel Personnel", Books I and II (Collier-MacMaillan), Selected guidebooks and brochures.

ENGLISH LANGUAGE ACHIEVEMENTS OF ISRAELI SECONDARY SCHOOL STUDENTS

by *Arieh Lewy*

The Background of the Study

Within the framework of the *International Association for the Evaluation of Educational Achievement* (IEA)[1] an international comparative study has been carried out about the outcomes of teaching English in the school system. Ten countries participated in this study: Belgium, Chile, Federal Republic of Germany, Finland, Hungary, Italy, Israel, Netherlands, Sweden and Thailand.

The study was summarized by Lewis and Massad (1973), and an international committee was involved in its preparation. The results of the Israeli survey were published in a book by Lewy et al (1978). A brief summary of major findings is presented in this paper.

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[1]The Association has its center at University of Stockholm, Sweden. 21 countries are members of this organization. Israel is represented in the organization through the Szold Institute.

The Population and the Sample

The study was carried out in two age groups. One age group was the 14-15 year-olds. In Israel most of the students at this age study in grade 9 of the secondary school, and the minority either in grade 8 of the primary school, or in grade 10 of the secondary school. The sample of this age group contained 1,097 students from academic type secondary schools, from a variety of vocational schools, middle schools and continuing classes of primary schools. It was decided to include this age group in the study, since in many countries a substantial proportion of the students leave school at the end of this grade. The second group was the terminal class of the secondary school. The Israeli sample consisted of 614 students from the terminal classes of all types of secondary schools. The knowledge of students of the terminal class reflects the overall yield of an educational system in the field of teaching a certain subject, and therefore, it serves as a topic of great interest for scholars in comparative education.

Both samples were drawn according to the rules of stratified random sampling, the strata being schools of different types.

The Measurement Instruments

The test of the terminal class was different from that of the 14-15 year-olds, but a set of 16 items served as a bridge between the two tests. Separate scores were derived for these items (referred to as anchor items) in order to examine the growth in achievement from grade 9 till grade 12. Each of the tests had 60 items. In the group of the 14-year-olds, only 12 per cent of the students did not "reach" the 57th items and the following ones, in grade twelve, 29% of the students did not "reach" the 57th items.

The first test had items testing the knowledge of synonyms and antonyms, discrimination of sounds, vocabulary and reading comprehension. Its reliability was (using the Kuder-Richardson formula No. 20) 0.95. The test of grade 12 contained also questions of sound stress. The reliability of this test (using the above mentioned formula) was 0.91.

The whole series of the tests and the instruments utilized in this study was published by the Szold Institute (Lewy and Ashni 1972). Illustrative items of the tests are presented below:

Examples of items:

Discrimination of Sounds:

In which of the following words do the vowels sound similar to the vowels in the word *field*?

(a) eye (b) meal (c) child (E) friend

Recognition of Word Stress:

Three words are divided into syllables. Read these three words. Mark one of the following sentences which is true with regard to word stress:

I in-ven-tion
II im-por-tant
III de-vel-op
A. I and II are the same

B. I and III are the same
C. II and III are the same
D. All are the same
E. None are the same

Collocation:

Mark the noun which does not go with the adjective appearing at the head of the item:
Gentle
(a) building (B) reprimand (C) sign (D) sleep (E) behavior

A questionnaire administered to all students of the sample collected information about the home background of the students and about their aspiration and attitudes related to the English language. English teachers of the schools participating in the study answered questions about their habits of teaching English and about their perceptions related to the difficulties in teaching and learning English as a foreign language in Israel.

The Results

Cross-National Comparison

In the 14-15 years-old group the tests were administered in 8 countries only, while for the terminal class they were administered in 10 countries.

The results obtained in the participating countries are presented in figure 1.

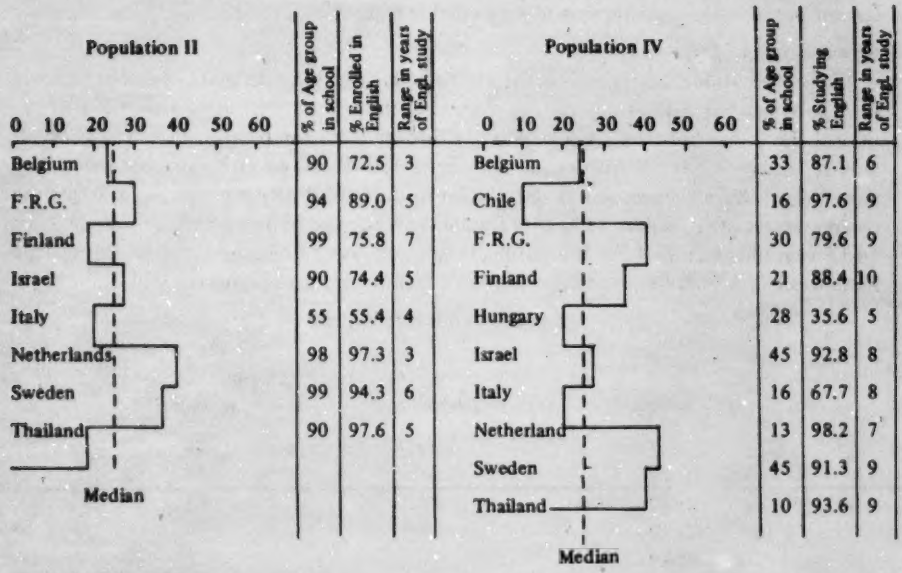
Population II
0 10 20 30 40 50 60
% of Age group in school
% Enrolled in English
Range in years of Engl. study
Belgium 90 72.5 3
F.R.G. 94 89.0 5
Finland 99 75.8 7
Israel 90 74.4 5
Italy 55 55.4 4
Netherlands 98 97.3 3
Sweden 99 94.3 6
Thailand 90 97.6 5
Median
Population IV
0 10 20 30 40 50 60
% of Age group in school
% Studying English
Range in years of Engl. study
Belgium 33 87.1 6
Chile 16 97.6 9
F.R.G. 30 79.6 9
Finland 21 88.4 10
Hungary 28 35.6 5
Israel 45 92.8 8
Italy 16 67.7 8
Netherland 13 98.2 7
Sweden 45 91.3 9
Thailand 10 93.6 9
Median

Figure 1 National Means

It can be seen that in both age groups, the Israeli results are above the international median. As to the 14-15 year-olds, Israel performed better than Belgium, Finland, Italy, Thailand, while in the terminal class Israel performed better than Belgium, Chile, Hungary, Italy, Thailand. In comparing national averages one has to consider several factors, which may affect the results, beyond the quality of the teaching. First, there are cross-national differences between countries from the point of view of the years English is taught in schools. This varies from five years in Hungary till ten years in Finland. Secondly, there are great differences from the point of view of the proportion of the age group still in school. One may assume that, in countries where only a small proportion of the age group remains in school, a certain selection takes place and "weak" students leave the system early. Thirdly, differences do exist from the point of view of the proportion of the students studying English, and the selection of these students. In many countries the most able students learn classical languages and only the less able ones study modern languages. It may also be that a further selection of abilities takes place while making decisions as to who will study a particular modern language, such as English, French, German or Russian. Finally, the similarity of the English language to the national language spoken in a particular country and the opportunity provided by extra-school factors to use English also may affect the level of achievments. But considering all these factors the achievement level of the Israeli students in English language seems satisfactory in comparison to other countries.

In addition to the overall scores obtained on the whole test, separate scores were derived for items representing special skills. These scores revealed that the Israeli students are "strong" in synonyms-antonyms and in vocabulary, but are relatively weak in pronunciation and in the comprehension of long reading passages.

Between-School Differences

While the national average of the Israeli students reflects a satisfactory level of achievement, one may observe an interesting phenomenon in Israel with regard to the distribution of the scores between schools. While in Sweden, for example, there are not great differences between schools with regard to the average scores, which means that practically most schools have average scores very similar to the overall national average, in Israel one could observe great between-school differences. While the national average was 26.3 for 14-15 year-olds and 27.4 for the terminal class, one could find schools where the average score was below 5. A frequency distribution of school averages is given in table 1.

Table 1. School Averages

	Percent of schools	
The average	*14-15 year*	*terminal*
6-9	16	21
10-19	28	21
20-29	27	17
30-39	23	19
40-49	6	27
ALL	100	100

The frequency distribution for the two age levels is bimodal, which means that it has two peaks. This clearly indicates that one may speak about two distinct groups of schools, i.e. ***high level schools*** consisting mainly of academic type secondary schools and a few vocational schools, and on the other hand low level schools consisting mainly of vocational schools, schools populated by culturally-disadvantaged groups of students, and small private schools which absorb the drop-outs of regular secondary schools. As the data of table 1 reveal, in about 20 percent of the schools the terminal classes have an average of below 10 on a test which contained 60 items. In other words, their achievements were very low and they certainly represent a different population from those secondary schools in which the average achievement level was about 40 points.

It should be noted that the bimodality of the distribution is less conspicuous in the 14-15 age group than in the terminal classes, i.e. the gap between good schools and weak schools is getting wider, as the students progress from lower grade levels to higher ones.

The existence of a gap in achievement levels between schools has implications for curriculum planning. The results clearly indicate that the learning materials used in classes cannot be the same in all Israeli schools. There is a need to adjust the difficulty level of the English learning materials to the differential achievement levels of various schools.

Achievement Gap Between Different Ethnic Groups

Several studies reported about the existence of achievement gaps between students whose parents immigrated to Israel from Asian and African countries and those whose parents came here from Europe and America (Lewy and Chen 1977; Minkovits 1977). It was of interest to examine what the magnitude of differences is between achievements in English between these two groups.

The deviations of the two group averages from the national average are presented in figure 2.

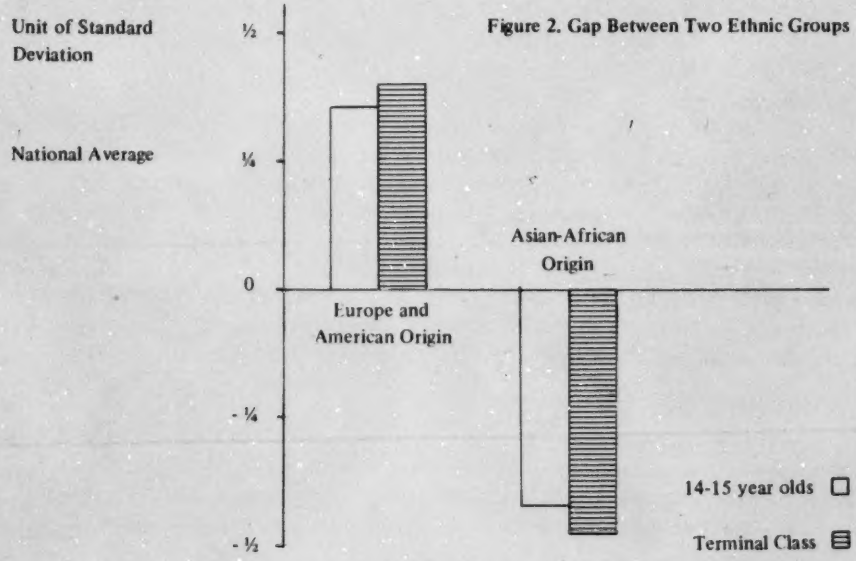

Figure 2. Gap Between Two Ethnic Groups

It can be seen that the gap is larger in the terminal class than in the 14-15 year-olds age group. Considering the fact that the drop-out rate from age 15 to terminal class is larger in the Asian-African group than in the European-American group, one may say that the actual gap is even greater than that reflected in the data of figure 2. One explanation of this gap is the large proportion of students of Asian-African origin who study in vocational schools. Since the objectives of learning English in most vocational schools are more restricted than in the academic type secondary schools, it follows that their level of achievement is also lower.

Affective Outcomes

Within the framework of the study three types of affective behaviors were examined: Activities related to studying English, interest in the English language, and the perception of the utility of knowing English.

Activities – The Israeli student reads more English language newspapers than students in other countries. Ten percent of the Israeli students report that they frequently read English papers. Eighteen percent of Israeli students report that they have an opportunity to speak in English in extra-school situations. In this respect, too, Israel surpasses other countries. On the other hand, from the point of view of listening to English programs on radio or on television, The Netherlands, Finland, Sweden and Israel are in the "high" category (about 60-70 percent of students report that they are engaged in such activities frequently) versus Germany and Italy, where the corresponding statistics is only 10.

Interest – About 90 percent of the students consider English as one of the most important subjects, and about 30 percent indicate that they like English. In this respect there are no substantial differences between countries.

Utility – The questions of utility addressed themselves to issues such as (1) the chances of getting a good job, (2) the social aspect, i.e. acquiring friends, establishing contact with interesting people, and (3) the cultural aspect.

The pattern of responses revealed that in the terminal class greater emphasis is put on the cultural benefits of studying English than among the 14 year olds.

Learning Activities

What kind of learning activities are popular in teaching English in the Israeli school? To answer this question data will be presented here about the responses of the *students* to this question in three countries: Italy, Sweden, and Israel. (See Figure 3)

The international comparison reveals that there are considerable differences between the pattern of learning activities in Israel and in Italy. The differences are great with regard to amount of translation (82 percent in Italy versus 26 in Israel) and also with regard to the utilization of the mother tongue within the framework of the English class. The Israeli working pattern resembles that of Sweden with regard to the utilization of English as a medium of conversation with the teacher.

The Implications of the IEA Studies

The IEA study results may serve as a reinforcement for the Israeli English teacher. They suggest that achievements in English in the Israeli school reach a relatively high standard. Nevertheless, the Israeli achievements are lower than those of some European countries which have a long tradition of bilingual or multilingual intellectual life.

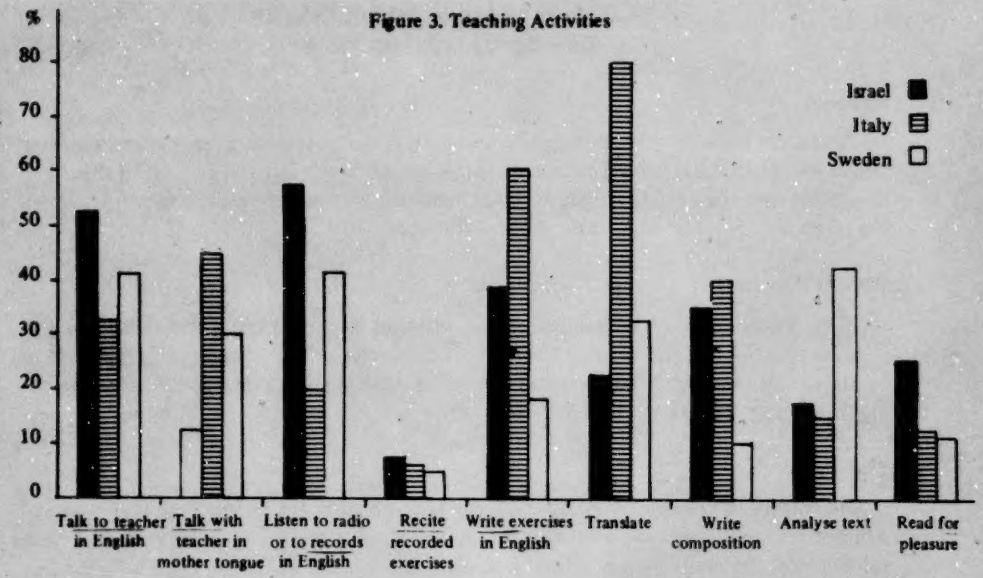

Figure 3. Teaching Activities

The distribution achievement levels in Israel call attention to the existence of great between-school differences. It is true that in most schools one will find high achievement level and low achievement level students within the same schools; nevertheless the major source of differences between achievements is the between-school differences . This fact suggests the need for providing programs or curriculum materials of different difficulty levels for various schools.

Finally, despite the satisfactory level of the national mean scores, there are students whose achievement level is low, to an extent that one wonders whether the Israeli school indeed makes sufficient and efficient effort to meet the needs of low achieving students. In the future, more effort should be invested in ensuring a minimum achievement standard for all learners. This goal should be given priority to the goal of raising the achievement level of all students or of the better students within the system.

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TEACHING READING TO BEGINNERS

by *Zafra Tatcher* and *Elana Neumark*

Rationale

Pupils will learn to read more easily and more quickly if what they read *has meaning* and *is meaningful* to them. This means that what we teach our pupils to read should be something they *want* to read; then they will be motivated and interested and will try much harder to get the message from the written test.

What Is Reading?

"The 'decoding' that the skilled reader performs is not to transform visual symbols into sound, which is the widely-held conventional view of what reading is about, but to transform the visual representation of language into meaning." (Frank Smith: *Understanding Reading*, p. 222, Holt, Rinehart, Winston).

The Approach

The approach envisaged here for Grade 4 (and possibly for Grade 5 as well), is one in which the pupils' oral work is subject-centred. Then, from the oral discussion on each subject (e.g. the classroom, numbers, colours, etc.), certain words are chosen for reading purposes. Most of these words would be words which abide by sound-spelling correspondence rules, but which are also an integral part of the active oral vocabulary of the pupils. It should be stressed that the total oral vocabulary of the pupils is far wider than that of their reading vocabulary. We are dealing here with only one section of the total programme – i.e. reading – but it is an interdependent, integral programme and a change in the oral programme will automatically necessitate changes in the choice of words for the reading programme. See the Appendix for a *chart* of the topics taught orally, and a breakdown of the words *read* into their Sound-Spelling patterns. The chart deals only with the vowels and the diphthongs, since they are the most problematic. Suggestions for teaching the sounds of the consonants will be given below in the section on "Classroom Procedures".

Reading Readiness – Classroom Procedures

(i) *Names and shapes of letters:* from about the second week of the school year, we recommend teaching the names of the letters of the A.B.C. This can be done with a chart, the ABC song, and Name-Cards, e.g. *R*onit, *B*arak. This will help children recognise the capital letters at the beginning of their names.

Pupils could start learning how to *write* the letters accurately – both capital and "small" letters – but only by *copying*, not from memory. In order to aid visual discrimination, pupils should be *shown* the differences between letters, e.g. between "a" and "d", between "b" and "d", between "n" and "h", etc. This does not mean that they would be taught these letters in pairs: on the contrary, only when one letter of the pair is reasonably well known should the second letter be added – but it would then be carefully compared and contrasted with the former letter. Children must be shown what distinctive features

to look for in the written language. "He needs to know what makes and what does not make a difference in reading" (Frank Smith, p. 225). Often, pupils do not *see* the differences if they are not pointed out to them, e.g. that "h" is not the same as "n". Lotto games are a useful aid in developing visual discrimination.

(ii) ***Sounds of initial consonants:*** by now, pupils are ready to learn the *sounds* of the initial consonants where these letters have a one-to-one sound-letter correspondence. In some classes, this stage follows stage 1 (names of letters), in others, it proceeds parallel to it. This can be done in two ways – with the help of cognates, and grouping together words already familiar orally by the sounds of their initial consonants.

Using cognates: only easy, well-known cognates should be used, including place-names. It is most important not to give examples of words with *vowels* in the initial position. Vowels do not have a one-to-one sound-letter correspondence and should only be taught in a phonetic environment.

a – none; b – banana; c – coffee, cigarette; d – doctor, Dan; e – none; f – football, falafel; g – giraffe, guitar; h – helicopter; i – none; j – jeep; k – kiosk; l – lemon; m – margarine; n – Nurit, New York; o – none; p – Popeye, pudding; q – (possibly) queen, quiet; r – radio; s – soda, salad, sandwich; t – tractor, taxi; u – none; v – vespa, Vered; w – (possibly) Washington (as long as the initial consonant is pronounced as in English); x – (possibly) six, box (i.e. final consonant); y – Yeruham, Yokne'am; z – zebra.

Grouping familiar words: pupils are trained to group together words known (taught) orally by the sounds of their initial consonant, e.g. /p/ = Popeye, pen, pencil; /d/ = Dan, doctor, desk, door; /b/ = banana, boy, box, book. This is done *orally* with picture-flash-cards. Only the initial consonant is written on the blackboard and/or pointed out on an ABC chart, where one or more of the pictures can be clipped to illustrate the sound.

A Cognate Chart

Aa	Bb	Cc	Dd	Ee
no picture	picture of boy, banana	place for two pictures	doctor door	no picture

Pictures are added with the aid of paper-clips, so that they can be changed from "cognates" to "well-known objects". The chart can also be used for matching games.

In this way pupils will learn the sounds of most of the consonants fairly easily. Problematic sounds such as "c", "s", "g" and "q" will obviously require further teaching at a later stage.

(iii) ***Beginning to read whole words:*** the point at which this stage starts depends on the level of the class. In some cases it might have to be delayed until *all* the names and sounds of the initial consonants have at least been introduced (if not thoroughly learned). In other classes, the three stages of (i) learning the names of the letters, (ii) learning the sounds of the consonants, and (iii) reading whole words and very soon whole sentences will in effect be going on at the same time. However, even in good classes the three stages

should not be *introduced* at the same time, but should overlap in perhaps the following way: Stage 1 _____

Stage 2 _____

Stage 3 _____

One does not, therefore, necessarily have to complete the teaching of the names of the letters and/or sounds of all the letters before starting to read whole words, but the sounds of the consonants about to be read in whole words should be known in advance. Since pupils will then know the sounds of the consonants in the new word, and the meaning of the word, they can make use of redundancies to help them guess the new word. This is certainly good training for later reading.

With each new sound-pattern, the first one or two words are taught as whole words, e.g. pen, pencil. Then they are ready for words like "desk, ten, seven, red". Each new word is added after it has been introduced orally in the specific subject taught, i.e. in the context of some subject-centred material (see Appendix). The new word is added to an existing sound category, e.g. "pen, pencil, desk, seven," and also "box, six, pink". They learn "six" when learning Numbers. Later, when learning Colours, they are taught to read "pink" by placing it under "six". They know the sounds of the initial consonants and of the final consonants if they are unproblematic, so that the new word is not really difficult. The main problem is the vowel in its phonetic environment. Then they are ready for: "This is a ———".

With this approach, the emphasis is on understanding, but *phonic drills are used throughout with a limited number of words all of which are meaningful to the pupil.*

More than one sound-pattern may be introduced (as a whole word) at the same time if the subject being taught demands it (see Reading Chart). But, when new words are learnt, pupils are always shown if they belong to an existing category or if a new category is being taught. Hence, "six" is added to "pink", and "seven" to "desk", etc. In fact, we would suggest having a Reading Chart in the classroom to which these words would be added as they are learned. There must also be a constant revision of the sounds of initial and easy final consonants.

Summary

We would like to stress once again that:

(i) pupils learn to read words and sentences that are an integral part of their active, oral vocabulary,

(ii) phonic drills are done constantly using the same meaningful words, so that semantics can help pupils decode,

(iii) as early as possible, the words are combined into sentences about the specific subject being taught orally.

A continuation of this programme for the second year of English is now being prepared.

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A READING CHART
VOWELS AND DIPHTHONGS

ESH pronunciation and symbols	/a/	/e/	/i/	/o/	/u/	/ei/	/i:/	/ɔ:/	/ou/	/ju:/	/ah/ [ɑ:]	/au/ [ɔ:]	/oo/ [u]	/oo/ [u:]	/ou/ [æɑ]	/:/ [ə]	/oi/ [ɔɪ]
Daniel Jones	[æ]	[e]	[i]	[ɔ]	[ʌ]				[ou]								
Examples e.g. (for teachers)	pan	pen	pin	top	cup	pane	tree meat	pine	poke	cute	farm	call	good	food	loud	above	boy
Topics																	
Objects in class	bag	pen pencil desk	window	box					window				book				
Numbers		ten seven	six														
Colours	black	red yellow	pink this is				green		yellow								
Part of body	hand have	leg elbow	finger				feet		elbow		arm		foot				
Cat & dog	cat has		little	dog													
Days of the week						play day say way						ball	look				
Adjectives	fat		thin big	hot long					old cold			tall small short	good				
Family	man family		sister														boy
The farm fruit vegetables	apple carrot	hen lemon	fish	orange soft	duck		tree sheep sweet				farm farmer hard garden	house corn			house mouse round	banana potato tomato	
Meals	salad	egg	milk	coffee	lunch supper butter		cheese coffee meal meat tea eat										
Time clock			evening	clock	sun	place face		time five nine night light			dark star			moon noon			
Crockery					cup				bowl			fork		spoon			
cutlery					mug cut												

Whole words: girl, breakfast, bread, cow, pear, soup, sky, boy.

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NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by *Sheila Been, Dvora Ben-Meir* and *Sionah Kronfeld*

LITERATURE CASSETTES

Audio-cassettes of selected items from the Literature Syllabus for the Bagrut Examination are now available.

A pamphlet about the cassettes has been sent to all High Schools. For the convenience of subscribers to this journal we offer the text of this pamphlet:

General Objective

To deepen the pupils' appreciation of literature by providing an audio-accompaniment to the written text.

Specific Aims

- To prepare and motivate pupils to read unsimplified texts independently.
- To facilitate reading and listening comprehension.
- To expose pupils to a variety of English dialects.
- To aid the teacher in the organization of individual and group work.

About the Cassettes

The recordings take the form of dramatic readings. One voice is used for each text, and music is introduced to contribute to the atmosphere of the reading as well as to provide transitions.

In the dialogue sections of the short stories, the reader attempts to bring the characters to life by means of dramatic techniques such as changes in voice quality, changes in dialect, use of the dramatic pause, etc.

The dialogue used in the narration reflects country of origin of the author. Hence, "Eveline" and the "Blind Man" are narrated in British English and "The Standard of Living" and "Everything That Rises Must Converge" in American English.

The sonnet, "Shall I Compare Thee" is recorded twice – the first time modern pronunciation is used, the second time, Elizabethan pronunciation is used; these two renderings offer an opportunity to illustrate the way the language has changed with time.

Suggestions for Utilization

For presenting the new text.

In order to motivate pupils to read the text, have them listen to short segments that will arouse their curiosity and help them to develop expectations. This should be followed by discussion and an invitation to guess what the selection is about.

For facilitating reading comprehension.

- Have pupils *listen* to a short segment first in order to grasp the main idea and then *scan** the same segment for specific details.

  OR

  Have pupils *skim*** the segment first in order to grasp the main idea and then *listen* for specific details.

- Have pupils listen to a segment, discuss it, develop expectations about "what comes next" and then read the next segment in order to verify their expectations.
- Have pupils read and discuss a segment, and then listen to the same segment again to find out if the recorded reading *adds* to their understanding or *changes* their interpretation of that segment.
- Have pupils listen and read simultaneously in order to encourage reading fluency.

For promoting auditory perceptions and awareness of interpretive techniques.

- Have pupils pay attention to special features such as dramatic pauses, changes in pace, pitch, tone, or dialect; and then have them discuss the contribution of these techniques to their understanding.

For reviewing the text.

- Have pupils listen to selected excerpts which help them recall the story in general.
- Have pupils listen to excerpts which remind them of particular details.

For facilitating group work.

- In classes where pupils vary considerably in their reading ability, the cassettes might be used differently for different groups. One group might use the cassette primarily as a reading aid; another group for preliminary silent reading; another group for enrichment; another group as an exercise in listening comprehension.

For facilitating individual work.

- Cassettes might be made available to individual pupils so that they might work in their own time, thus allowing more time for class discussion. Additionally, individual access to the cassettes would enable pupils to use the cassettes for purposes of review.

DESCRIPTION OF THE SERIES

CASSETTE CODE NUMBER I

Side a: Dorothy Parker, The Standard of Living, read by Elizabeth Klein.
Side b: James Joyce, Eveline, read by Ya'acov Sullivan.

CASSETTE CODE NUMBER II

Side a: Flannery O'Connor, Everything That Rises Must Converge, read by Steven Byk (Parts 1, 2, 3)
Side b: Everything That Rises Must Converge (continued Part 4)

CASSETTE CODE NUMBER III

Side a: D.H. Lawrence, The Blind Man, read by Thelma Ruby (Parts 1, 2, 3)
Sibe b: The Blind Man (continued: Parts 4, 5)

CASSETTE CODE NUMBER IV

Side a: The Blind Man (continued Parts 6, 7)
Side b: Poetry:

4 American Poems read by Steven Byk:
Walt Whitman, I Saw in Louisiana a Live-Oak Growing
Robert Frost, Stopping by Woods
Robert Frost, Mending Wall
John Logan, The Picnic

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2 Sonnets by William Shakespeare:
Shall I Compare Thee, read by Peter Frye
Shall I Compare Thee (Elizabethan English) read by Alan Marbe.

3 English Poems read by Thelma Ruby:
Thomas Hardy, In Time of the Breaking of Nations
A.E. Housman, To An Athlete Dying Young
W.H. Auden, Musee des Beaux Arts

CASSETTE CODE NUMBER V

Side a: Essays:
James Baldwin, My Dungeon Shook, read by Arie Sorko-Ram
Sibe b: Margaret Mead, One Vote for this Age of Anxiety, read by Thelma Ruby

Director: Peter Frye
Musical Director: Yochanan Kaldi
Producer: Estelle Friedman
Adviser: Sheila Been

PRICE

One cassette recorded on both sides costs 35 IL. This price includes the cost of the cassette and postage.

HOW TO ORDER

1. Pay into account No. 0-104105-5, at any Post Office the sum of money which covers your order.

2. Fill in the form below and send it, **together with the Post Office receipt (or copy)** to:

Mr. Ezra Mizrachi
National Pedagogic Centre
19 Yaffo Road, Jerusalem
Tel: 02-242441, Ext 8

מרכז פדגוגי ארצי
רח' יפו 19,
ירושלים

The Cassettes will be sent to you by post.

PLEASE NOTE: An order that is not accompanied by a receipt will not be fulfilled.

NAME. . . . . .

ADDRESS. . . . . .TEL NO:. . . . . .

Please send me the following ENGLISH LITERATURE CASSETTES.

Name of Selection	Code Number	No. of Copies

ATTACHED PLEASE FIND POST OFFICE RECEIPT FOR THE SUM OF . . . . . .

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We would appreciate feedback from teachers on the cassettes. We are sure that teachers will develop their own techniques for utilization and we invite them to share their techniques with us. All suggestions will be taken into account in future planning of audio-material.

*In this text, *scanning* = looking for specific information that is assumed to be in the text.
**In this text, *skimming* = sampling the text in order to extract general meaning.

TELECASTS ON READING

The two telecasts, *Mission Possible* Parts I and II have been shown to a large cross-section of teachers – Inspectors, teacher-trainers, tutors from the Everyman's University, veteran teachers, and students in training. The response has been extremely positive. Most teachers feel that there is a place for these telecasts in the school system, provided that they are accompanied by support material. Teachers seem to feel that the telecasts will contribute to our pupils' understanding of the reading process, and that they will provide an adequate spring-board for practicing the kinds of activities required for reading.

We are in the process of constructing an experimental unit to accompany the telecasts. We hope to put this to the test during the coming year. Hopefully, the results of this experiment will help us to crystallize our plans for the upper levels.

GABBY AND DEBBY FOR GRADE 7

This past summer was a very busy one at the Instructional Television Centre. As the last school year came to a close, Television counsellors from all parts of the country participated in an intensive four day workshop, dealing with the new seventh grade *Gabby and Debby* telecasts and the accompanying multi-media material. The writers of both the Regular and Alternative Pupil's Books presented their material to the counsellors and demonstrated ways of utilizing it in the classroom. As this was the first time that Regular and Alternative Editions were produced *simultaneously*, the counsellors worked on ways of helping teachers in selecting which Edition would be most suitable for their pupils. The counsellors also developed different possibilities for integrating the cassette recordings of the Alternative Edition and making them an integral part of the English lesson.

A special session on Reading was held and new ideas in reading for comprehension were tried out. The reading material in the *Gabby and Debby* Pupil's Book, Regular Edition, was found to lend itself to these new kinds of reading activities. It was also suggested that some of these reading passages should be utilized for pupils using the Alternative Edition, either by being read aloud by the teacher or for intensive extra reading materials for certain pupils.

SUMMER COURSES FOR DISADVANTAGED PUPILS

Special courses for teachers of "disadvantaged" pupils were held during the first two weeks in July.

The first week was devoted to the Eighth Grade Alternative Edition. Each day different counsellors from various parts of the country shared their experience and ideas with the participants of the course. The teachers participating were able to become well acquainted with the Eighth Grade Telecasts and Pupil's Book. They worked on ways of best using this material for their pupils. Special stress was placed on developing the teacher's awareness of the unique needs of the "disadvantaged" pupil and finding ways of overcoming these disadvantages.

The second course was devoted to the new Seventh Grade series, *Gabby and Debby*. The large turn-out of over thirty teachers from all over the country was heartening. For four days and three nights the participant teachers "ate, slept, and lived" with *Gabby and Debby*. The counsellors worked together with the teachers, in helping them become acquainted with the new telecasts, pupil's books, and cassettes, and in utilizing this material for their pupils. The course generated a great deal of excitement among the teachers who participated and they were pleased to have found material that was specially prepared with the needs of the disadvantaged pupil in mind.

The last three weeks of August were hectic ones for all those involved in teaching English by Television. Teacher-training courses for the new *Gabby and Debby* series were held all over the country; in Tel Aviv, Petach Tikva, Haifa, Jerusalem, Ashdod, Beer-Sheva, Akko and Tiberias. Hundreds of teachers participated in these sessions arranged by the English Inspectorate in each region. Teachers who attended the courses were able to purchase the Pupil's Books for *Gabby and Debby*, view the telecasts, and begin planning ahead for the school year. The large turnout and interest shown were certain indicators of the eagerness of teachers regarding a new seventh grade series.

A special note of thanks is due to all the counsellors who gave the courses in appreciation of their devoted work.

NEW INFORMATION – PLEASE NOTE

1) Teachers who want to order the cassette recordings for NEIGHBOURS, HERE WE ARE, or GABBYAND DEBBY can order them through:

Merkaz Pedagogi Artzi
19 Yaffo Street
Jerusalem

מרכז פדגוגי ארצי
רח' יפו 19, ירושלים

Telephone Number: 02 – 242441, line 8 for Ezra Mizrachi.
Each cassette is priced at 35 IL.
Money orders are to be paid to:
Bank Hado'ar
Account Number 0-10410-5
and sent to Mr. Ezra Mizrachi at the above address. Please include the exact names of the cassette ordered, the number of the telecasts it contains (see the I.T.C. Price List for information) and the address you would like the cassettes sent to.

All Pupil's Books, Teacher's Guides, and Picture Blow-ups are available at book-shops and at the distributor:

Sifri
30 Nachalat Binyamin Street
Tel Aviv
Tel.: 03-54516

For prices please consult the Price List of the I.T.C.

2) "Limud Chozer" "לימוד חוזר"

Please be advised that an innovative idea of repeat-telecasts is being introduced this year. Certain telecasts which are shown in the morning are repeated at 3:30 in the afternoon. This will try to answer the needs of pupils who may not be able to view the telecast during the regular morning broadcast or for pupils who may need to view the telecast an extra time.

Special broadcast schedules have been sent to all schools regarding the time and name of the telecast broadcast. The regular day and hour for each class are as follows:

Monday	3:45	English 6 – Here We Are
Tuesday	3:30	English 5 – Dan and Edna, Neighbours
Thursday	3:30	English 7/8 (Alternate Weeks)

3) In January, with the culmination of the five part *Gabby and Debby* series, seventh graders will begin viewing another new series called *Debby in Hospital*. These two series constitute the entire Seventh Grade Programme and have *replaced* the old Seventh Grade telecasts.

DEBBY IN HOSPITAL is an eight part series which centres around Debby,who breaks her leg in a car accident and is taken to hospital where she becomes acquainted with a young male nurse, Mike. This series recounts her experiences and personal adjustments in the hospital as well as those of other patients whom she meets. The series also deals with various problems in the realm of public health and safety in Israel. The topics were chosen in consultation with the Ministry of Health.

The basic approach in each episode is determined primarily by the grammar requirements so as to maximise illustrative use of the language structure.

The eight telecasts in the series are as follows:

1. "Whatever Will be Will Be"	will
2. Food Poisoning	have to
3. Snake Bite	some/any
4. The Car Accident	comparison of adjectives
5. Water Pollution	superlatives
6. Rena and the Beanstalk	adverbs of manner
7. Emergency Room	WHO questions
8. Going Home	WHO questions – subject and object

Teacher training courses for the series *DEBBY IN HOSPITAL* will be announced shortly. Teachers are advised to be in touch with the English Inspector in their region for further information.

The Staff at Instructional Television is always interested in teachers' comments regarding our material. Please feel free to write or call us.

A PRACTICAL APPLICATION OF A THEORETICAL ANALYSIS: TEACHING LESS-ABLE LEARNERS

by *Boaz Sarig*

Raphael Gefen's article on "Teaching English to Less-Able Learners" in the November 1977 issue of "English Teachers' Journal" (Number 18) presents ten learning strategies of the less-able learner. This article is going to try and take the reader inside an eleventh grade general humanities class at Kalay Senior High School in Givatayim. The class activities are based upon these learning strategies; and the results will be judged by the marks these less-able learners will receive on their Bagrut exams, where they will be competing with more-able learners on equal terms. In the meantime the results are more than favorable, and the project is continuing.

Less-able learners are created from more able learners as a continuous process. Attitude and motivation are variables which not only differ among students, but also differ within a specific student during his years of studying English. When streaming takes place at the end of the ninth or tenth grades, classes are created which are to a large extent homogenous. Many of the bright students choose the sciences; the very able and most of the able English learners who are left are usually in a special class for those interested in the study of languages; and the rest are in a number of different streams, but basically there is no difference in the attitude and motivation of the students in respect to English. The classes are homogenous. The range of grades in English is usually from 7 to 5, although some of these students may have been considered able or very able at an earlier stage.

The learning strategies of the less-able learner will be dealt with in groups of related strategies. This will facilitate the discussion on the application of learning techniques.

Strategy 1 is that the method of teaching must be suitable.

Strategy 2 states that the student is quite dependent on the teacher and has to be directed through the learning process.

Strategy 6 shows the student getting lost in the text so soon that he gives up with hardly an effort, expecting the teacher to supply the meaning.

Strategy 7 states that the student is soon bored and loses interest.

Raphael Gefen, in his article, also comes to three conclusions: 1. stress the receptive skills, both reading and listening; 2. stress vocabulary rather than grammar; 3. constantly encourage and supply a constant feeling of achievement. This is certainly the right direction. I would like to add a point of my own. It is usually assumed that a person is able to overcome a new vocabulary item if he more or less understands the sentence in which it appears, and that the item will become a part of his inventory of known vocabulary after meeting it again and again. This is not so with the less-able learner, and even if it were so, it is much more important to help the less-able learner to guess the meaning of a sentence, which can be difficult even when he knows all of the words it contains. Therefore the teacher must first prepare a lot of new words, giving the meanings needed to understand the given passage. (Dictionaries were not invented for the less-able learner.)

The learning of a new passage begins with the dictation of eight to ten guiding questions. The dictation is given at slightly below normal speed, but with natural stress and intonation (listening compehension). The students are given a few minutes to check over

their questions with the help of their partners (they work in pairs) and the teacher. They are now familiar with the main contents of the passage.

They are given seven to ten minutes to *skim* the passage. They than *scan* for the answers to the questions and to test the new vocabulary items in their respective sentences. Once they find what they are looking for, they read carefully in order to write their answers. They write in English because most of them are able to do so quite satisfactorily, and there are a few who do it exceptionally well. In a different type of high school, I would allow a student to answer in Hebrew if he wanted to. There is no need to force writing upon him. He will be doing the four point Bagrut program, so go along with him instead of creating a learning problem.

Strategy 3 states that the less-able learner is reticent, non-creative and is not willing to express himself when he is able to.

The four point Bagrut program simply eliminates Strategy 3. Yet, those students who have the knack for writing are getting practice by answering the guiding question. They will have the option before their exams to choose either the four or five point examinations.

During this part of the period the teacher has been moving around giving individual help, encouraging the mind-wandering students to go on to the next question, and passing out a lot of "good" or "nice" or "I like that" when he comes across correct answers.

Notice that the students are working. They are not paying attention to a teacher, but paying attention to what they are doing. And what are they doing? They are trying to get meaning out of a printed page. I very much doubt that they are translating. If someone is translating, he certainly is not skimming or scanning.

Conclusion 1 is to stress the receptive skills, both reading and listening.

Having justified this conclusion by appropriate techniques, we can go on to three other strategies.

Strategy 4 shows the student constantly referring back to the mother-tongue, and translating most of what he reads.

Strategy 5 states that the student has no system. For example, he does not really understand the contrasts between the various aspect systems of the English verb.

Strategy 10 states that the less-able learner is always thinking in his mother-tongue.

Now he begins to translate. The able learner does not do so, but the less-able does. It is one of those things teachers have been trying to change for the last few decades. As the saying goes, "if you can't lick 'em, join 'em." Make translation legitimate for these weaker learners. That is the only way you can have any control over it. That is the only way you can stop them from thinking that the English sentence has the same meaning as a group of Hebrew translations of the words. The group of Hebrew words may not even be a sentence; they may not make any sense at all.

The less-able learner translates sentences when he answers the guiding questions. He feels he has grasped the true meaning only if he translates. This is where learners differ, and so it is here that an innovation is needed. It comes in the form of a test. The student must learn all the sentences in which new vocabulary items appear. In the test itself one or two items are underlined (not necessarily the new items from the vocabulary list). Such tests are given frequently, at least once every two weeks. All the vocabulary can be

tested and not only the new items. This creates over-learning, which is what teachers usually want when they are dealing with less-able learners.

Conclusion 2 is to stress vocabulary rather than grammar.

Raphael Gefen goes on to say that there is no need for a grammar book of exercises or special grammar lessons. If a student understands sentences, he knows grammar, although he probably will not be able to enumerate exactly what it is he knows which helps him understand the sentences.

Strategy 9 states that the student is not self-critical at all and thinks he is much better than he really is.

Conclusion 3 is to constantly encourage and supply a feeling of achievement.

Which is more important? I prefer the conclusion. I give an 8 or 9 to anyone who is really working and succeeding. Their Bagrut exams will give the final answer to whether or not the higher mark was justified. It must be remembered that most of them will be doing the four point exam which tests the receptive skills almost exclusively.

Strategy 1 is that the method of teaching must be suitable. I have added the necessity for a suitable method of testing. The method of teaching will be completed by going on to the one strategy which has not yet been dealt with.

Strategy 8 is what happens in a communication situation. The student usually opts out.

This is productive language, but it is also one of the goals in all classes preparing for the Bagrut exam. I have left it for the end because it is different from all the other strategies in that we cannot go along with it. We have to change it. It needs its own class period. A teacher asking a few questions in a regular lesson is not preparation for a communication situation. It needs full participation of all members of the class. The way to do it is with Role-Playing.

There seems to be a bit of confusion as to the relative merits of Role-Playing and Simulations. In a Simulation each participant receives a role which he has to perform. The student can prepare what he is going to say before he says it, whereas in Role-Playing speech is spontaneous. Role-Playing creates a true communication situation. What is about to be said is completely dependent upon what has just been said. This may also happen in a Simulation, but there is no guarantee that it will.

In conclusion I would like to say that it is in the field of practical application that we, the teachers, have a contribution to make. Only in the classroom itself can theories be tested.

INCONGRUENCIES IN LEXICAL "GRIDDING" – AN APPLICATION OF CONTRASTIVE SEMANTIC ANALYSIS TO LANGUAGE TEACHING

by *M.B. Dagut*

(reprinted from "International Review of Applied Linguistics, August 1977, XV/3)

> "En fait, à chaque langue correspond une organization particunère des donnees de l'expérience. Apprendre une autre langue ce n'est pas mettre de nouvelles étiquettes sur des objeis connus, mais s'habituer à analyser autrement ce qui fait l'objet de communications linguistiques".
>
> (A. Martinet, *Elément de linguistique générale*, p. 16)

1. *Introduction*

It is an observed fact that the application of the principles of contrastive analysis to the lexical aspect of foreign-language teaching lags behind the use made of contrastive insights on the phonological and syntactical levels.[1] The main explanation for this is presumably to be found in the still relatively unadvanced state of semantic studies. For despite the intensive linguistic effort now being made to extend our understanding of the whole complex phenomenon of "meaning"[2], it still remains true that the central semantic component of a language – its lexis – is the part about which we have least systematic knowledge. Striking evidence of this is provided by the very different ways in which the sounds and formal structures of a language, on the one hand, and its words, on the other, are codified for reference. Whereas the many available reference works on, say, English phonology and syntax display these components of the language as intricately articulated *systems*, the standard source of information about the vocabulary of English remains a *list* of separate items – the dictionary – and moreover a list arranged on the graphological principle of alphabetical order, which is largely irrelevant to the essentially semantic content of the items listed. This traditional, non-semantic codification of the vocabulary, which is as old as the history of lexicography, presents the word-stock of a language as a vast, sprawling congeries of almost wholly unrelated particulars, devoid of internal semantic structuring and coherence. An attempt at providing some such structuring is, it is true, made in the thesaurus and the "book of synonyms", and also in tables of "word-families" (e.g. read – read*er* – read*able*). But the former of these deal with only one type of lexical relationship, "synonymity" (and one of very restricted importance for foreign-language teaching, at that[3]), while the latter belong to morphologico-syntactical, rather than to semantic, structure. It thus remains a noteworthy fact that the only really significant contribution made by lexical studies to the teaching of vocabulary is the quantitative, non-structural one of the word

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1 Cf. e.g. John W. Oller Jr., "Language Use and Foreign Language Learning", *IRAL* Vol. IX/2, May 1971, p. 165.

2 The need to grapple with specifically semantic problems is now common ground for virtually all linguists, whatever their doctrinal predilections. The most striking change is that which has occurred in American linguistics, where the "structuralist" taboo on meaning (derived from an apparent misinterpretation of Bloomfield's views) has been replaced by the use of meaning – particularly, similarities and differences of meaning – by latter-day "transformationalists" as the main tool of linguistic investigation.

3 In vocabulary acquisition, *differences* of meaning are of much greater importance than similarities of meaning.

frequency lists; and however valuable these may be in grading the vocabulary items to be acquired, they in themselves provide no indication of, or key to, the difficulties that may be involved in the actual acquisition of the particular items selected.

However, although we must evidently still assent to the judgement pronounced by Bloomfield over forty years ago – "the statement of meanings is therefore the weak point in language study"[4] – we do not have to conclude that vocabulary learning in a foreign language must remain a largely haphazard, unsystematized process, in which no account is taken of specifically semantic problems, and the learners' task is regarded as essentially one of memorization. Modern linguistic investigations into semantic structuring, however disappointing as yet in their total outcome, do already provide an adequate basis for a better identification of certain specific problems of vocabulary acquisition and a systematic approach to their solution. Contrastive semantic analysis of this restricted kind is not dependent on a fully developed and generally accepted formulation of the semantic systems of the particular languages concerned, but can be performed (within its proper sphere) on the basis of the admittedly far from complete, but still considerable, semantic knowledge so far obtained.[5] The material for at least a partial contrastive lexical analysis of many languages is already available, and can be used to advantage in vocabulary-teaching. Here, I would like to draw attention to one such possible application of the linguistic insights into the nature and functioning of words, deriving from developments (and modifications) of the well-known Humboldt-Sapir-Whorf hypothesis.[5a] The discussion will be based on lexical comparisons of contemporary English and Hebrew, from the standpoint of teaching Eng. as a foreign language to Heb.-speakers.

2. *Words and "Reality"*

A pre-requisite to any rational investigation of the problems of vocabulary acquisition is a proper understanding of the semantic nature and functioning of words. Though the "word" (like the "sentence") may defy exact linguistic definition, its existence as the fundamental unit of language communication is not in any practical doubt.[6] The dictionary reflects every language-speaker's and learner's intuitive awareness of the central importance of words in establishing the symbolic relationship with "reality" which is the essence of language.[7] Hence the universal human feeling that every "thing" must have a "name" (i.e. word). Or, as Hans-Martin Gauger has well expressed it: "Das Wort ist dasjenige Element, das angreift auf die Dinge; im Wort ist in der Sprache das Ding 'da' . . ."[8]. Moreover, the word is clearly the pivotal component

4 L. Bloomfield, *Language*, New York, 1961 (¹1933), p. 140. There is no longer any need to accept his pessimistic prognosis: "and will remain so until human knowledge advances very far beyond its present state".

5 In general, a good case can surely be made for regarding "contrastive analysis" as not merely derivative from linguistic theory, but also *contributive* to it. This is particularly true on the semantic level, cf. John Lyons' pregnant (but surprisingly parenthetic) remark: "All sorts of semantically interesting problems are involved in 'translation' " (*Introduction to Theoretical Linguistics*, p. 409).

5a For a balanced evaluation of this hypothesis and its relevance to language teaching, see J.B. Carroll, "Linguistic relativity, contrastive linguistics, and language learning", *IRAL* I/1, 1963, 1–21.

6 For a discussion of the conflicting views on this question, cf., S. Ullman, *The Principles of Semantics*, 1957, pp. 45-66.

7 Cf. Edward Sapir's description of the word-consciousness of even illiterate speakers of polysynthetic Amerindian languages, in *Language*, 1949, pp. 33–34.

8 *Wort und Sprache*, 1970, p. 31.

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of the whole language system. The sounds of a language and its structures have no independent raison d'être, but serve solely as means for the vocal expression and sequential combination of the words of the language: without words, such sounds and structures become meaningless noise and empty forms. It is a readily observed fact that all language learning (whether of a first or second language) starts with the acquisition of words; and every beginner in a foreign language knows how much simple meaning can be conveyed by the use of appropriate words with the barest minimum of syntax, but not vice versa.

Lexis is thus language's window onto the world of nonlinguistic experience, the level on which language reaches out, so to speak, from its system of symbolic forms and patterns to the non-linguistic entities that these forms and patterns are designed to represent: a word always "refers", in some way, to something outside itself. But obviously this "reference" cannot be a direct, one-to-one relationship, since (as the very possibility of a dictionary suffices to show) words do not refer to particular individual entities, but to general *classes* of entities. Hence, in the formation and use of words, some classifying principle must be at work; and such a principle can be found only in the minds of the speakers of a language. In the relationship between word and "referent", the role performed by words is thus not the purely static and passive one of providing convenient identifying labels for slices of "reality" existing independently of language. Such a naively dualistic conception completely fails to take account of the fact that, without words, there are no "given" discrete objects, but only an undifferentiated and unclassified continuum of sense impressions. Words do not passively record this continuum, but actively pattern it into meaningful units, by this dynamic intervention processing the "raw material" of experience and presenting it to language speakers in the only form in which they can now have knowledge of it – through the prism of language. "Words do not confront situations; they make them what they are."[9] This is evident enough in the case of all the innumerable "abstract" terms, such as *hope, time, true, relative, opportune, to punish, to suppose;* these categories of experience, and their like, are clearly not passively recorded by the lexis of English, but actively created by the dynamic interaction of the classifying lexical principle of English with the stream of human experience. The same is equally true, though perhaps less obviously so, of so-called "concrete" terms, such as *friend, home, to walk, hot* (to take only the barest minimum of examples). How much more information is contained in each of these terms than could be "given" in some supposed "raw" experience! How could the same individual be simultaneously a *friend, man, adult, person, neighbour, husband,* etc., except as the intersection, as it were, of a whole variety of different, "subjective" lexical classifications designed to bring order and system into the "objective", "raw" sense data provided by the same individual? And if *a house is not a home,* that is largely because the lexis of English makes a clear and compact distinction between them (to the discomfort of the translator of this phrase into a language which does not, such as Hebrew or French). But the most striking evidence of all for the dynamic processing power of lexical classification is provided by its ability to re-arrange the data on which it works, with the express purpose of creating referential categories that lie outside all given experience (e.g. *chimera, utopia, angel, future, immortal*). Not only are such terms as meaningful as any others in the lexicon, but the possiblity of creating them is the fountain-head of human imagination and human intellectual development.

Words thus play an active and indispensable part in the differentiation and classification of the continuum of human sense impressions, emotions and thoughts. This classificatory process is "subjective" in the sense that is takes place within the consciousness of a given language-speaking community and is determined as much by that consciousness as by any "objective"

9 W. Haas, "The Theory of Translation", in G.A.R. Parkinson (ed.), *The Theory of Meaning*, O.U.P., 1968, p. 103.

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correlate of language.[10] Each such community naturally comes to identify the distinctions made by its own particular language with the natural order of things, and tends to react to different distinctions as made by other languages with a mixture of incredulity and ridicule. Thus, the Hebrew lexicon, unlike Eng. distinguishes between two kinds of "flying": *'af* (with wings, naturally), and *tas* (by plane, mechanically). To the native Heb. -speaker this lexical differentiation reflects a clear difference in "reality", so that the use of *'af* for *tas* (as, say, by an Englishman trying to speak Heb.) is likely to be regarded by him as laughably grotesque, rather than just linguistically mistaken. The Heb.-speaker will probably also marvel at the "inadequacy" of a language, like English in this case, which fails to make such an "obvious" and "necessary" distinction as that between natural and mechanical flying. And conversely, the linguistically naive native Eng.-speaker will feel a similar reaction to the "primitiveness" of Heb. in not making any lexical distinction between such very different "facts" as *invite*, *book*, *order*, but in designating them all by the one verb *hizmīn*: to the Eng.-speaker there is so obviously no existential similarity between *inviting* a guest and *ordering* a cup of tea.

Spontaneous (and sometimes even vehement) reactions of this type provide the strongest evidence of the extent to which all of us are conditioned in our thinking by the lexical classifications of our native tongue. They also point up the pervasiveness of "negative transfer" on the semantic, no less than on the phonological and syntactical levels. For it is only to be expected that the language-learner will intuitively transfer to the foreign language the lexical segmentation of experience that his own tongue has accustomed him to finding normal and natural (as in the native Heb.-speaker's "**invite* a cup of tea"), and that he will have psychological difficulty in adopting the different "world-view" embodied in the lexical segmentation of the foreign language. Vocabulary teaching which does not take account of such interlingual lexical animorphism must therefore be based (at least tacitly) on the false assumption (that "words" are just labels for "things") and must fail to provide guidance where it is badly needed. To say this is not at all to imply that there is no lexical common ground between languages (just as there are shared phonological and syntactical features). Indeed, without such common ground, resulting from certain basic similarities of human experience and cognition all over the world, the teaching and learning of a foreign language would be impossible tasks, because there would be no points at which a lexical "break-in" could be made.[11] However, in the contrastive analysis of languages with a view to teaching applications, it is the discrepancies rather than the similarities that need to be stressed, since it is the former that give rise to serious interferences with the learning process, through the learner's well-known unthinking tendency to transfer the patterns of his own tongue to the foreign language.

3. *Incongruencies in Lexical "Gridding" and their Effects*

The kind of anomaly arising from one common form of such "negative transfer" on the lexical level is exemplified in the following sample of typical lexical errors by Heb.-speaking learners of English:

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10 Cf. Lyons, *op. cit.* p. 432: "The general conclusion to be drawn is that the language of a particular society is an integral part of its culture, and that the lexical distinction drawn by each language will tend to reflect the culturally important features of objects, institutions and activities in the society in which the language operates."

11 Cf. Lyons, *op. cit.* pp. 433-4: "We may give theoretical recognition to these facts of experience by saying that entry is made into the semantic structure of another language in the area of cultural overlap. . ."

(1) This is a *song* by Wordsworth.
(2) Come and sit over here in the *shadow*.
(3) I can't *appreciate* anyone that is cruel.
(4) It's hard work *growing* children.
(5) It isn't *comfortable* to live so far away.
(6) The students were examined *by heart*.

It is not difficult to sense that the lexical peculiarities here are due not to *lack* of words, but to *wrong use* of words, resulting from false assumptions about the identity of Heb. and Eng. lexical classifications. Less immediately apparent is the precise nature of the anisomorphism of the two lexical systems which gives rise to repeated errors of this type, and that is what will be examined here. But first, a few words should be said about the seriousness, in terms of communication, of such divergences from the lexical norms of Eng., and the consequent importance of their eradication. A teacher whose ear is attuned to the underlying Heb. source of these "negative transfers", and who has therefore no difficulty in understanding what is meant in each case, may well overlook the fact that, in purely English terms (i.e. for the native-speaker of Eng. who knows no Heb.), the information provided by utterances like the above ranges from misleading [(1)], through puzzling [(2) shadow of what or whom? ; (3) how can cruelty be appreciated? ; (4) in a test-tube? in the ground?], to unintelligible [(5), (6)]. Hence, if language is regarded primarily as a means of communication, errors of this kind are among the most serious that can be made in its use, since they result in a breakdown in communication. This being so, a proper understanding of their source becomes doubly important for the teacher.

The anomalies in (1) – (6) above arise from what may be figuratively described as the different "grids" imposed by the Heb. and Eng. lexicons on their respective "mappings" of experience. In (1), for instance, the semantic area of the Heb. "map" demarcated by the Heb. word *shīr* is subdivided into two distinct sections in Eng., one designated by *poem* and the other by *song*, thus:

shīr	
poem	song

It should be noted that the finer "grid" of Eng. here is part of the lexical *structure* of that language, which *obliges* Eng.-speakers to distinguish between a *poem* and a *song*, whereas the Heb. grid imposes no such distinction and leaves it to be made (if required) either by the context or by the specific addition of further information (e.g. *shīr be-livūy manginah* = "a *shīr* accompanied by a tune").[12] This particular lexical difference between the two languages may be explicated by positing "distinctive semantic features" for the two Eng. words: [+ music] for *song*, and [– music] for *poem*. The use of this notation here does not imply any assumptions about the validity of the whole theory of "componential analysis", but is simply intended as a rough, informal indication of the semantic element whose presence or (when preceded by a "minus" sign) whose absence differentiates a particular word from the other or others with which it covers a certain semantic area.[13] All other "semantic features" of this kind, apart from the "distinctive" ones picked out, are presumed to be shared by all the words in the same area.

12 Such differences of "gridding" provide striking lexical illustration of Roman Jakobson's assertion: "Languages differ essentially in what they *must* convey and not in what they *may* convey" (in R.A. Brower (ed.), *On Translation*, New York, 1966, p. 236).

13 On such "criterial components" of meaning, cf. E.H. Bendix, *Componential Analysis of General Vocabulary*, Bloomington, 1966, p. 35, n. 6.

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The full schematic representation of the relationship between the grids of Heb. and Eng. in (1) above will now look like this:

shīr	
poem [music]	song [+ music]

And the difference between Heb. and Eng. lexis here is seen to take the form that Heb. makes fewer "feature distinctions" than Eng., with the result that Heb. *shir* stands in a superordinate relationship, as it were, to Eng. *poem* and *song*.

Following this approach, we can now give semantic representations of the different griddings in (2) (6) above, indicating the relevant distinctive features of the Eng. words in each case:

(2)

tsēl	
shade [sunlight]	shadow [+ from object]

(3)

he'erīkh		
appreciate [+ correctly]	esteem [+ quality]	estimate [+ quantity]

(4)

gidēl		
grow [+ vegetation]	rear bring up [+ children]	breed rear [+ animals]

(5)

nōaḥ	
convenient [+ functional]	comfortable [+ physical]

(6)

be'al peh	
by heart [+ memory]	orally [+ voice]

Simple schemata of this kind obviously present an much oversimplified picture of the complex, multiple interrelations of lexical items and experience, omitting various significant features of word functioning: above all, transferred meanings are ignored (*appreciate* = "be grateful"), as are different stylistic values (*rear* vs. *bring up*, *esteem* vs. *think highly of*); and altogether, the boxes enclosing the individual words suggest a semantic rigidity which is very different from the actual semantic fluidity of word use. However, despite their limitations, they do serve the

restricted purpose for which they are designed – namely, to provide a clear visual representation of the incongruencies in lexical "gridding" between the mother tongue (here Heb.) and the foreign language (here Eng.) which are responsible for language learners' difficulties and errors in such cases. They also show at a glance that these difficulties and errors arise from the learner's intuitive application (following the lexical pattern of Heb.) of one of the Eng. lexical items, presumably the one first learnt, to the whole semantic area in question, his "natural" assumption being that there is a one-to-one lexical relationship between the two languages. For example, once *song* has been encountered as the Eng. equivalent of Heb. *shīr*, it is used also in contexts where Eng. requires the distinctive term *poem*, but Heb. makes no such lexical distinction; hence, a * *song* by Wordsworth. The diagrams further make it clear that lexical incongruencies of this type between Heb. and Eng. result from a recurring semantic difference between the two languages: the use in Eng. of a finer lexical "grid" than in Heb., i.e. the presence of obligatory distinctive features in each of the Eng. words and their consequent greater semantic autonomy and greater contextual restrictedness. It should be noted however that this one-to-many semantic relationship works in both directions, and that there are numerous cases in which Heb., not Eng., has the finer grid, as was demonstrated earlier by the example of *fly* = *'ōfātās* (cf. *wash* = *kibēs* [+ clothes] / *rahats* [+ body] / *shataf* [+ surface]; *know* = *yada'* [+ thing] / *hikīr* [+ person]. But the negative interference will always be from the "coarser" to the "finer" grid, i.e. in the direction of making *too few* semantic distinctions. So that where Eng. is the foreign language being learnt, attention must be focussed on the Heb. → Eng. direction of the asymmetry. In the case of Heb. being learnt by Eng.-speakers the opposite would hold true.

To conclude this discussion, we give below a fuller list of some of the more commonly occurring cases in which the narrower lexical grid of Eng. vis-à-vis Heb. is the cause of persistent lexical difficulties and errors on the part of Heb.-speaking learners of Eng. With regard to a list of this kind, there are a few points to be stressed. First of all, it must be repeated that the features indicated in square brackets are not meant to be anything more than informal indications of the semantic restriction that confines the particular Eng. word to one part only of the total semantic area covered by its Heb. "equivalent". Secondly, the identification of such informal "criteria for denotation" is the prerequisite to any clear and helpful explanantion to the Heb.-speaking learners of Eng. of the nature of their lexical errors in such cases, and to the devising of effective remedial exercises. Thirdly, since incongruencies in lexical "gridding" are a necessary consequence of the language-specific classificatory function of lexis, the type of lexical asymmetry examined here only for Heb. and Eng. is in fact to be found between any two languages (in both directions), and it therefore follows that the general principles discussed in this article are universally applicable to vocabulary acquisition in any foreign language by any group of learners. Thus a contrastive semantic analysis of this limited kind, performed on the given mother tongue and the given foreign language, can provide the teacher with a valuable pedagogic tool – for lexical prediction, explanation, and correction alike.

Further list of Heb.-Eng. incongruencies of lexical "gridding". Such a list is, of course, far from complete. (Words appearing vertically in the same column may be regarded as synonyms).

1.	invite	book	order	= *hizmīn*
	[+ person]	[+ place]	[+ thing]	
2.	get	receive	accept	= *kibēl*
	[± activity]	[− activity]	[+ agreement]	
3.	repair	correct	reform	= *tikēn*
	mend			
	[+ object]	[+ mistake]	[+ moral]	
4.	voice	sound		= *kōl*
	[+ animate]	[± animate]		

5.	permanent [+ time - end]	fixed [+ place + firm]	constant [- change]	regular [+ system + arrangement]	= *kavūa*
6.	peel [+ fruit]	shell [+ nut]	rind [+ cheese]	bark [+ tree]	= *klīpah*
7.	public [+ in office]	crowd [+ at game etc.]	audience [+ at theatre etc.]		= *kahal*
8.	embarrassed [+ shame]	bewildered [+ mental + emotional]	puzzled perplexed [+ mental + by problem]		= *navōkh*
9.	cancel [+ arrangement]	abolish [+ institution]	annul [+ document]		= *bitēl*
10.	discover [+ new]	reveal disclose [+ hidden]	uncover [- cover]		= *gūlah*
11.	damp [+ material]	moist [+ surface]	humid [+ weather]		= *lah*
12.	melt [+ by heat]	dissolve [+ in liquid]			= *namēs*
13.	dear [+ cost/ + emotion]	expensive [+ cost]	precious [+ sentiment]	valuable [+ value]	= *yakār*
14.	feminine [+ of women + appropriate + approval]	womanly [+ of women + appropriate]	womanish [+ of men - approval]	effeminate [+ of men + weak - approval]	= *nashī*
15.	ribbon [+ coloured + ornament]	tape [+ for binding or sticking + magnetic]	film [+ camera]		= *seret*
16.	thread [+ for sewing]	string [+ for tying]	wire [+ of metal]		= *but*
17.	retreat [- voluntary]	withdraw [+ voluntary]			= *nasōg*
18.	be shy [+ self- conscious - shame]	be ashamed [+ shame]			= *hitbayēsh*
19.	bless [+ religious]	greet welcome [+ on arrival]	congratulate [+ on achievement]		= *bērēkh*
20.	rough coarse [- smooth]	rude coarse [- polite]	obscene [+ sexual]	crude [- refined]	= *gas*

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THE FIFTH ANNUAL CONFERENCE OF THE ISRAEL ASSOCIATION FOR APPLIED LINGUISTICS, TEL AVIV UNIVERSITY, JULY 2-3, 1978: A BRIEF DESCRIPTION OF PAPERS PERTAINING TO SECOND LANGUAGE ACQUISITION

by *Andrew D. Cohen*

About 250 people attended this conference at which over 30 people presented papers or participated in round-table discussions. The three broad topics were the acquisition of Hebrew as a native language, translation (an area of active professional concern in Israel), and second language teaching (Hebrew)/foreign language teaching (English). I will report briefly on six of the presentations from the 12 sessions.

Andrew D. Cohen (Centre of Applied Linguistics, Hebrew University) and Edna Aphek (School of Education, Hebrew University) reported on a sub-study of a study they are coducting on the *"easifying" of second language learning*. The study in its entirety looked at vocabulary learning over time and specifically at the use of associations, organization of notebooks and techniques for studying for exams, communicative strategies used for speaking in the classroom, and test-taking strategies. The subjects were American college students on a six-month study program in Jerusalem. Their presentation at this conference focused on the learning of vocabulary over time. The investigators found that when left to their own devices in learning new vocabulary in class from a text, students mostly just memorized the words. But when they made associations, they made a number of types of associations, and they tended to be successful at retaining these words over time, as demonstrated through performance on six tasks involving contextualized recall or lists, spanning 100 days. Success at association was not found to be related to class level, individual student proficiency, or degree of contact with the words out of class. It was also found that if the teacher supplied associations, the students would not automatically use these associations, and if they did, they were not necessarily successful at retaining the words.

In *Discourse Analysis and Reading Comprehension* Shoshana Blum-Kulka reported on a taxonomy for interpreting the results of cloze tests in terms of discourse at both the macro and micro levels. The taxonomy was developed in consort with Rafael Nir, through analysis of deviant answers on Hebrew cloze tests used in a study of intensive Hebrew teaching in Israel. The presentation discussed this taxonomy with reference to a sample cloze test from the research project. The researchers found that distinguishing acceptability from type of deviation helped to group wrong answers into those representing lack of comprehension from those indicating lack of linguistic knowledge. *Acceptability* referred to errors at the micro level (grammatical or semantic/lexical) and at the level of macro context (grammatical cohesion, semantics, register). *Type of deviation* was judged by comparing the wrong answer with the original item in the text. Errors were classified as grammatical (morphological or syntactic) or lexical/semantic. Based on the split between acceptability and type of deviance, then, the researchers suggested two more categories: *levels of misunderstanding* (text understood in spite of unacceptable form, student did not understand the micro context, student did not understand the macro context) and *problem of linguistic competence* (i.e., the specific syntactic or semantic

problem indicated by the wrong answer).

Naomi Graetz in *Skimming and Scanning for University Students of English as a Foreign Language*, reported on an experiment to determine whether three months of intensive practice in skimming and scanning would significantly increase reading efficiency and overall reading comprehension among college-level EFL students in Beersheva. The conclusion was that extra training in skimming and scanning had no negative effects and perhaps helped. But actually the non-experimental groups performed best in tests of general reading comprehension. The researcher offered several explanations for this apparent discrepancy.

In *The Teaching, or non-Teaching, of Vocabulary Items in the Learning of English as a Foreign Language* Nelson A. Berkoff reported on a study to investigate the value of using cloze to introduce new vocabulary items in context without explicitly teaching them. He found that initial presentation of a new text in the form of a cloze did not assist either in understanding or in vocabulary learning. On the other hand, the more traditional approach of explaining vocabulary before reading a passage was found to assist understanding and vocabulary learning among the Hebrew University EFL student participants.

David Mendelsohn, in *The Language Laboratory in the 80's*, examined the various possible uses that could be made of a language laboratory in the post-audiolingual era. He views the lab as an aid in learning a second language, particularly in practicing dialogs as opposed to structural drills and in the presence of a trained specialist who is available for consultation and checking of the student's work (e.g., in acquiring correct pronunciation). Furthermore, it was suggested that the language lab could be used for teaching different genres in literature, for teaching second language reading comprehension (especially of technical material coupled with exercises, such as multiple-choice items), and for teaching dead languages.

In *What is the Ideal Age for Learning a Foreign Language?* Edna Aphek offered a general review of the research on the ideal age for starting instruction in a second or foreign language, dealing with works from Lennenberg to Lamendella. She preferred the notion of a "sensitive" period to that of a critical one, and considered it more important to consider issues such as the intensiveness of training, the type and extent of follow-up, the students' motivation, and other variables, as opposed to age.

Other areas of focus at the conference were the teaching of Hebrew as a mother tongue, the teaching of Hebrew as a second language (including a keynote address by Professor Haim Rosen, winner of the Israel Prize), Hebrew lexicology and lexicography, and translation theory and practice.

The organizers of the conference, Dr. Reuven Sivan, Dr. Roberta Stock, Ms. Tsafrira Ben David, and Dr. Rafael Nir, deserve considerable praise for producing an excellent professional meeting.

MATERIALS FOR TEACHING NATIVE SPEAKERS

by *Patti Golan*

Immigration from English-speaking countries has been growing over the last ten years or so. The result is that increasing numbers of school age children whose native language is English are now enrolled in Israeli schools. Faced with the problem of what to do with pupils who already know English, most schools, whether primary or secondary school have made provisional arrangements. Usually this means hiring a special teacher whose salary is paid privately by the parents of these English-speaking pupils. A few schools have created a permanent teaching post and have incorporated the English-speakers' lessons into the regular class schedule.

Most English teachers who teach Israeli school-children are not particularly eager to teach these English-speakers for a variety of quite understandable reasons. Salary problems aside, there are many difficulties teaching this special group of children, who usually come from diverse backgrounds. Not all of them are, in fact, native English speakers, but may be children of Israelis who have lived abroad. Many have adjustment difficulties, or emotional problems as a result of having been in many different countries and through different school systems. There are some native English speakers whose attainments in reading and writing fall below that of their Hebrew-speaking counterparts. (In such cases it is usually recommended that the child remain in the regular English classes). Furthermore, a teacher whose entire training has been geared to teaching English as a foreign language may find the change in pace and emphasis somewhat overwhelming.

Rather than concentrating one's efforts on oral drills, structure practice, basic vocabulary, and the like, the teacher of English-speakers must greatly emphasize skills in reading and writing. Oral skills already exist, in over-supply. Although discussions can be quite interesting, if kept under control, one should try to channel them in such a way that writing assignments present themselves quite natually.

Equally problematic is the fact that there are often vast differences in proficiency levels. Some teachers are called upon to teach pupils of 9th, 10th and 11th grades together in one class, for example. However, the small size of the classes and the nature of the lessons lend themselves to individual instruction more readily than do regular English classes. Individual instruction, needless to say, requires at least minimum cooperation to succeed, but maximum organization on the part of the teacher.

Chief among the difficulties, however, is the problem of suitable teaching materials. Teachers of English-speaking classes must virtually write their own curricula. Since there are no text-books published here, one must rely on teaching materials from abroad, chiefly from England, that are intended for a very different culture. So the overworked teacher must copy out bits from here, and pieces from there, and hope that all the mimeographed sheets will somehow form a coherent whole by the end of the school year.

Anyone teaching, or about to teach, English speakers should definitely pay a visit to the "LaMoreh" teaching center in Jerusalem, whose services are available and free to all. The center has a wealth of materials for teaching English, especially for younger children. The staff can help with ideas for suitable games, puzzles, etc., and there is a Xerox copier available. The telephone number is 02/221830.

Science Research Associates, of Chicago, Illinois market a series of reading project sets that provide individualized instruction at various levels. The pupil chooses a card with reading passages and questions at his own level, and progresses at his own rate. Unfortunately, these excellent sets are quite expensive. I have been trying unsuccessfully for two years to find a donor in the United States to send one or two of the sets to our school.

A method of controlled composition has been developed in the United States for use with non-native speakers, but which can often be quite suitable to our own English speakers. Working at their own rate, the pupils copy out a given model composition, changing certain grammatical structures as they go along. The instructions are usually given without technical grammatical terms. The pupil learns through writing and the system offers an opportunity to write interesting pieces with a low chance for error. The pupils keep a chart of their own errors and can thus follow their own progress. The following is an example of this technique:

Striking Out

[1] A teenage boy is about to run away. [2] These are the things he is writing in a long note with a very formal tone.

[3] He first apologizes to his parents for the step he is taking. [4] He knows they will be upset, but he hopes they will understand his reasons and look upon his running away as the beginning of a life of independence.

[5] He goes on to say that his motivations are many. [6] The most important is his despair about relations in the family. [7] He says he can't see any way to cope with the lack of understanding and affection among members of the family. [8] He feels that all the unhappiness in the family has been caused by selfishness. [9] He wonders why the family members don't love each other more and help each other. [10] He thinks values of a spiritual nature have been ignored and material values overemphasized.

[11] He concludes by asking his parents' forgiveness. [12] He wants them to know he loves them very much and hopes that the family as a whole will understand him some day.

1 Pretend that this note was written in 1968. Rewrite the entire passage changing everything to the past tense. Be careful! Remember that 1968 is already the past; if something else happened or started happening before that time, you have to use the word *had* to indicate the earlier time. Your first two sentences will be:

A teenage boy was about to run away. These are the things he was writing in a long note with a very formal tone.

2 Rewrite the entire passage changing all reported speech to direct speech. This means that you will have to figure out what the boy's exact words were and put quotation marks around them. The first sentence in your second paragraph will be:

"I apologize to you for the step I am taking.

3 Rewrite the entire passage changing the following phrases to single words that you can place BEFORE the word that precedes them in the model passage: *with a very formal tone* (in sentence 2), *of independence* (in sentence 4), *in the family* (in sentence 6), *of a spiritual nature* (in sentence 10), and *as a whole* (in sentence 12).

I am aware of two books using this technique. *Controlled Composition in English as a Second Language* by Paulston and Dykstra, published by Regents, New York, uses passages from works by famous authors. The directions to the students, however, tend to get a bit obscure and the material is, on the whole, fairly difficult. The book does present a system for combining controlled composition and creative writing at a sophisticated level. A more flexible book is *26 Steps*, available from a private educational firm called Language Innovations, 200 West 72nd St., New York. This booklet, from which the above example is reproduced, can be adapted suitably to all grade and age levels.

With regard to readers and language books, I would like to suggest several texts that may be ordered from abroad through one of the local book dealers. All of the books mentioned below have been used successfully, either partially or wholly, in English speakers' classes.

An excellent language series for grades 6-9 is *Mainstream English*, published by Longman in four stages. Geared for use with somewhat younger English children, the books have a variety of projects and subjects and are graphically exciting, although not everything is suitable for an Israeli schoolchild. Another useful series in languages and comprehension is *Complete English* by E.G. Thorpe, published in five stages by Heinemann, London. Although the introduction recommends Book Five for use with children aged 11 and 12, I have used much of the book with 15 year olds. Many of the exercises are particularly valuable in learning how to use the dictionary. (In fact, it is highly desirable to acquire a locked cabinet in the classroom in which the pupils may store their dictionaries.)

The Penguin series entitled simply *Story* (Books I-III) provides excellent readers for either intensive or extensive reading. There are no exercises or questions, but the stunning graphics and compelling stories and articles have proven effective stimuli for discussions and writing assignments.

Another excellent reading text, in this case with accompanying exercises, is *20th Century American Short Stories* by Jean McConochie, published in the United States by Collier MacMillian. Suitable for grade 10 and 11, it contains unabridged stories by Hemingway, Updike, Thurber, W.C. Williams, and others. I have been using the Dell paperback edition of *Short Story Masterpieces* in 10th grade this year since it was, and still is, easily available. Most of the stories, however, are quite difficult and rather sophisticated. For older pupils who will be sitting for the English matriculation exam, *Understanding Ideas* by Michael Swan, published by Cambridge, provides lively and challenging comprehension passages with multiple, as well as open-ended, questions and includes summary work and tests at a higher level than that given in regular Bagrut classes. (Specimens of most of the books mentioned can be seen at the Sifriat HaPoalim bookstore in Tel Aviv.)

It is a good idea to read at least one full-length novel together during the year. Needless to say, paperback novels are more easily obtainable than hard cover texts. Novels that have been read with reasonable success in English speakers' classes are: *Brave New World* and *Island* by Aldous Huxley, *The Pearl* by John Steinbeck, *Cry, the Beloved Country* by Alan Paton, and the ever-popular *Catcher in the Rye* by J.D. Salinger. Obviously, all of these books require a certain degree of maturity, as well as competence.

An ideal project would be to read a full-length play together. Certainly every native, or near-native, speaker of English ought to be exposed to Shakespeare in the original. The

Signet paperback editions are easily available and contain excellent commentaries, as well as word-by-word definitions of archaic vocabulary. *Julius Caesar* or *A Midsummer's Night Dream* might be suitable plays to start with. Teaching plays is one way to provide an outlet for those pupils who are always "acting" anyway.

The series of pamphlets entitled *Connexions* are very good sources of discussion, and possibly research, topics. The booklets cover such topics as marriage, sports, mental illness, violence and drugs. It is advisable to acquire an entire set for the school library and then assign booklets to individual pupils or pairs.

It would be ideal if the pupils could all have individual memberships in the British Council library where they can find books at all levels and receive guidance from the librarians. The teacher can have the pupils report weekly on the books they are reading and keep a record of them on index cards. I generally demand a written book report (done in class) about once a month.

Hopefully, some of the above suggestions will be of help in teaching English speakers' classes. One final hint: since all of the materials listed above must be ordered from abroad, allow at least three months from the time of ordering.

BOOKS FOR ENGLISH SPEAKERS

by *Yael Gefen*

The description "English speakers", arbitrarily given to those children whose knowledge of English is above that of their class-mates, is indeed exactly what it says.

Very many children who have been abroad with their parents for a year or two do genuinely *speak* English, but their reading skill is rarely on the same level as their spoken knowledge of the language and their writing leaves much to be desired.

There are, of course, *genuine* "English speakers" (i.e. new immigrants), but for the purpose of this article, I am dealing only with the problem facing the teacher who has to teach a class which can speak idiomatically correct English but finds readingdifficult and writing a bore.

Obviously the stress in teaching these children must be on reading and writing. Reading is of prime importance since many of these children stop hearing English after their return to Israel. The only way to widen their vocabulary is by reading.

At the same time, unless they practise and improve their writing and spelling, they are likely to find that they have fallen behind their contemporaries in these skills.

How is it possible 'to make' these children read? My experience of working with children has shown that, given a good story written in a flowing style without too many difficult new words, the majority of children enjoy a good read. One must be very careful here: the objective is to increase the pupil's vocabulary but, at the same time, care must be taken not to have too difficult a book. On the other hand, most of the pupils in this category have a very wide spoken vocabulary, so that few books should present this type of difficulty.

For this purpose, Longman Supplementary Readers are ideal. Unlike the Longman Structural Readers, they are graded for vocabulary only so that the "English speaker"

will not find the language stilted. Graded vocabulary means that the pupil is constantly reading the same words as long as he stays within a given stage.

Most of the titles in this series have extensive questions at the end of the book. If every question were answered, the pupil would have a very neat summary of the book in front of him. Answering the questions means that the pupil is constantly writing the same words again and again.

The majority of titles in this series are classics, but classics which are still read today by Israeli children. Indeed, I find in children's libraries that the draw of the classics is very strong.

I have listed below some of the titles available from the British Council Libraries in Tel Aviv and Jerusalem, together with the approximate age groups for which they are suited.

Title	*Age*	*Vocabulary Level*
Tales from Hans Andersen	9-10	450
Robin Hood		
Black Beauty		
Tales From the East		
The Mystery of the Island	10-11	750-1000
The Prince and the Pauper		
The Secret Garden		
Emil and the Detectives		
Moonfleet		
The Children of the New Forest		
Little Women		
The Scapegoat	13-14	1400
Lorna Doone		
The Call of the Wild		
Oliver Twist		
The Jacaranda Tree	14+	2000
The King Must Die		
The Citadel		
The Stars Look Down		
Jane Eyre		
Kipps		

Details of membership may be had from the ELT Library, 140 Hayarkon Street, Tel Aviv for schools in the Tel Aviv area; or The ELT Library, P.O.B. 7437, Jerusalem for schools in Jerusalem and elsewhere.

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THE PLACE OF THE NOTEBOOK IN TEACHING ENGLISH

by *Mella Elammy*

A good notebook is an asset for the pupil as well as for the teacher. It gives pupils enormous satisfaction to keep a well-organized notebook and to be lauded for it by the teacher. This is true especially in the lower grades, but holds true for all ages up to the last grades of high school.

Why is a good notebook so important? A good notebook reflects the method of teaching and the manner of certain demands on order, cleanliness, layout, paragraphs, vocabulary, grammar etc. A good notebook lends itself to review before tests and to general reference later on. There are various pedagogical and methodological values in a well kept notebook: Written work demands much more responsibility and the pupils have to devote time and thought to achive good results. Written work is supposed to be the outcome of reflection and of good working habits. Written work shows the pupil's attitude to a given task and develops his capability of written expression (in guided composition and in answering questions). If the written work does not look nice and has too many erasures or mistakes in it, pupils have to be asked to copy and hand it in again. So far the pedagogical value. As for the methodological values – pupils will find it much easier to study and revise from a well-organized and clean notebook than from an untidy and neglected one.

Pointers for a Well-Kept Notebook:

Devote parts of the first lessons of a school year to explaining how you expect the notebook to be kept. The pupils should know from the very beginning what your demands are.

1. Very clean and tidy handwriting, with a well-sharpened pencil (pens should not be used before the 7th grade). Every pupil must bring *two* sharpened pencils.
2. A margin on both sides of the page. Pupils should never be allowed to write in the margin.
3. The date on a special line and make a point of how you want the date to be written, i.e. Monday, February 6, 1978 o. Monday, 6th February 1978.
4. There should never be too much empty space between exercises. Exercise must follow exercise with no more than a line between them. Every exercise must begin with the number of the exercise and the page, i.e. *Exercise 23. (p. 41)* and be underlined.
5. In the lower grades pupils should be encouraged to draw illustrations to poems and compositions when possible and also to paste on and cut out pictures from journals.

The pupil gets a clear picture of what is being studied. He can always refer to his notebook for a certain rule in grammar, for a poem or a story. He is pleased when the teacher praises his notebook and when he can show it to his friends. Sometimes it is advisable to collect the specially nice notebooks and show them to the class teacher or the principal or add them to an exhibition in school.

Pupils should have a 40-page notebook for classwork and homework. There are teachers who prefer two notebooks, one for classwork and one for homework. The notebook in the lower grades must have special lines for English, but in the upper grades one line (as in Hebrew) is enough. Some pupils prefer a 12-page notebook. They find it easier to keep

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it neat and clean. In this case, when they finish a notebook they should add it to the new one by inserting it into the back flap of the cover.

The notebook must be covered with a plastic or paper cover with a label on it for name and class of the owner. You should not allow pupils to bring a dirty uncovered notebook to class. A pupil who does so does not get marks or any other acknowledgment from the teacher. The same goes for books: they must have a nice clean cover too and the pupil's name on them. Pupils can use the colours they like for the cover but if you have a special notebook for copies of compositions and book reports, all pupils should use the same colour (blue, red, green etc.).

There should be several sections in every notebook.

A) *For lower grades* (4, 5, 6), a special section for each of the following items:

1. New words
2. Irregular and regular Verbs (a separate column for each).
3. Proverbs

Separate notebooks for songs and poems.

B) *For upper grades* (7, 8, 9)

1. New words
2. Idioms and expressions
3. Proverbs
4. Word families (verb, noun, adjective) one page divided into three parts is best.
5. General notes (at the end of the notebook)

Many teachers prefer to write items down as they come instead of having special columns in the notebook or special notebooks for some of them.

How to check a notebook

If you want good results and continuous permanent work on the part of the pupils you have to check the notebook frequently. Many teachers claim that they cannot find time for this task. Here are a few time-saving hints. Whenever you check homework in class do so by checking *two* notebooks at the same time like this: *One* pupil gives you his notebook and while you are listening to *another* pupil reading the exercise you check the first notebook. When the second pupil has finished you ask him to bring you his or her notebook and let a *third* pupil read the following exercises. It takes a quick look to find errors because you are already familiar with the material and know what to look for.

Another way: Let the pupils open their notebooks and you walk down the aisles and check here and there and take up one or two notebooks for a more detailed check. If you have big classes you cannot possibly take *all* the notebooks home to check. Therefore it is advisable to take 4 or 5 notebooks *at random* so that all pupils have to be prepared at all times. You should never give marks or sign your name on a dirty or neglected notebook with bad handwriting, or a notebook without a cover. Pupils are very eager to get your check sign or a mark and if they know that they won't get those on a badly kept notebook, they will make an effort to keep their notebooks in order and to deserve good marks.

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LETTERS TO THE EDITOR

Sir,

It goes without saying that our goals as English teachers in secondary schools are larger than preparing our students for the Matriculation Examination. Nevertheless, it is our responsibility to see to it that they should be able to demonstrate their mastery of the language according to the criteria that the Ministry of Education and Culture set up (and change from time to time). If the English Inspectorate believes, as it once did, that a knowledge of "word families" arranged in columns according to the part of speech is a fair test of one's knowledge of English, then we teachers are obliged to do our utmost to train our students to do this.

As I grade Matriculation exams this summer, I get a picture of what has been learnt, as distinguished from what the teacher has taught. . .or tried to teach. This is most valuable to me in planning my own work for the coming year. I don't know what my students wrote on the exam but I do see what others have or have not done. For example, paragraphing, punctuation and capitalization are appalling, even on papers of 6 point English. Do my own students do any better? How much time should I devote to this problem in the coming year? What kind of exercises can I devise to draw their attention to this? When I see a line begin with a comma, I shudder. . .it would have been better to forget the comma altogether. True, this is a part of their general education but if it is not dealt with adequately in Hebrew this is an opportunity for us to contribute from our expertise.

Although interrogatives have been on the exam for many years now, few students manage to frame five correct questions for the printed replies. How can we drill this more effectively? We all agree that it is important to know.

A disturbing phenomenon is the carelessness revealed on the test papers. Many students read carelessly, copy words carelessly even when they are in the passage printed. Even instructions in Hebrew are not always followed. In a CLOZE test, the results are sometimes absurd. For example: "The airplane stopped. . . Its engines became quieter." It is illogical to insert "flying" here in view of the following sentence, although the student knew that the Ving form of the verb was needed. The student must be trained to read carefully.

Although letters and dialogues regularly appear as composition topics, a number of students seem to be ignorant of the conventions. Perhaps, when we set dialogues in our classroom compositions, we ought to give the students the first two or three speeches so that they won't go off into reported speech.

Literature questions are based on quotations from the text, particularly well chosen this year. A summary of the plot is generally not the answer to a question of this type and a mechanical response indicates how little the text has been understood. Often a few elegant phrases are ridiculously sprinkled through an incompletely memorized summary. Perhaps we are not strict enough in our classrooms in insisting that the answer be directly related to the question. Are our classes given similar questions on their tests? Has the point been sufficiently discussed in the lesson?

I have never prepared a class for a 6 point English Examination but after reading tests written by students who took such an exam, I begin to consider doing it. One class studied "Julius Caesar"; another was tested on "Julius Caesar" and "Macbeth" and "Othello". There were two extremely interesting ones which the students obviously enjoyed. One was a comparison of the points of view in four supernatural stories and how this affected the creditability of the work. The supernatural stories were: Poe, "The Tell-Tale Heart", Wells, "The Door in the Wall", Wilde, "The Story of Dorian Grey", and James, "The Turn of the Screw". The second was a study of the works of Philip Roth and his defense after being accused of presenting American Jews in an unfavourable light. This shows how varied the special programs can be.

We all know how valuable it is to get a feedback from the tests we give our own pupils. I believe that every teacher who prepares a class for the Matriculation Examination should get an opportunity to see what the students of other teachers do and how far other teachers have succeeded in preparing them for the examinations. Perhaps a study day could be devoted to have groups of teachers evaluate old exams. . .not only to help them develop standards of their own in marking but also to remind them of the gap between what we teach and what our students learn.

Tmima Bar-Ilan, Holon

Sir,

I would like to share some impressions emerging from the last Bagrut examinations, in comparison with recent years. The conclusions refer mainly to the Jerusalem district, yet the sundry "atudaim" and "mezoraz" papers from the whole country did not seem to confute the findings.

1. There was a generally good correlation between the listening comprehension and the overall paper. Rarely did the other skills rate strikingly below or above the oral comprehension.
2. Due to the wider range of levels, the demands on production were minor for the weaker students. Hence, the rate of failure seems to have fallen significantly. It is apparent that students are being trained in comprehension, in which their achievement has become adequate. Dire failure was very rare indeed. The average failing mark was around the 40's.
3. The shift of keys for comprehension for the 5, 4, 3 points (30, 45, 60 respectively) is an additional implementation of demands on the receptive skills contributing to more valid assessment. We were examining what we hopefully have been teaching, in proportion with the stress laid on the various components of the syllabus. Classes need no longer fail en bloc. With a good evaluation of students' ability at the beginning of Grade 11, optimal achievements are predictable and the teaching programme can be planned accordingly.
4. Only among weaker students was there a pronounced difference in the level of performance between the comprehension and the composition. An obvious gap implies that the class was prepared and presented for the wrong examination. I am certainly not implying that *guided* writing should not be taught in all classes. However, preparing a weaker class for the 5 point examination seems to me inevitably frustrating in the teaching process. Presenting such a class for this examination is bad policy and, in my opinion, unfair, if not unethical.
5. In the language section, the two different versions are highly liable to varied levels of difficulty, lexically and conceptually. It were fairer to have both versions taken from the same text, perhaps one simply the continuation of the other. The text should not, as far as possible, draw on cultural or professional background knowledge.
6. The most joyful conclusion – cheating seems to be very considerably reduced. I found hardly any cases. Hallelujah!

May I suggest that when an examiner encounters some outstanding feature in a group of papers, such as, for instance, a discrepancy between the various parts of the examination, a comment be made. The obvious implication is that not enough stress has been laid on a specific skill. The inspectorate might look into the problem and eventually, perhaps through the counsellor, make the teacher aware of it. This procedure might be helpful.

It would be gratifying for examiners to be presented with some feed-back, perhaps a general survey of the results. On the whole it seems to me that in spite of the missing advantages of the marking centre, this year's marking session was a more satisfying experience.

Pnina Rosenbluth, Jerusalem

Sir,

Re: 5 and 4 point examination

We, the undersigned, feel that the structure of the four point examination in English does not give the candidates a fair chance. The grades given in the examinations are as follows:

	5 point	*4 point*
Composition	20	–
Literature	20	20
Reading Comp.	30	45
Grammar	20	25
Listening Comp.	10	10
Oral	10	10

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The purpose of the 4 point examination is to give the weaker students a chance to do the Bagrut Examination on a lower level. However, the extra points given to the Reading Comprehension are unfair as we were led to believe that the four point student would be given extra Language items.

We saw in the students 'Magen' examination the following injustice. Student X doing the 5 point examination, got 15 points out of 30 correct in the Reading Comprehension. Student Y, doing 4 point, also got 15 out of 30 correct on the same Reading Comprehension examination. However, because of the extra 20 points on the composition, the 5 point examinee had a better chance of passing because of the extra points to pull up his grades. As for the 4 point examinee, he got extra weight for his Reading Comprehension, thereby emphasizing his already low score on the Reading Comprehension. In most cases, the 4 point papers were failures because of this unfair weighting.

Yours sincerely,
English Teachers Attending In-Service Training,
Bar-Ilan University, July 1978

(Editor's Note: ***Nobody led these teachers to believe "that the 4 point student would be given extra Language items". On the contrary, the 4 point examination is meant to put extra emphasis on the receptive skill, i.e. Reading Comprehension, rather than on the productive skills such as Essay Writing or written language exercises. The language exercises set in the Bagrut examinations (Cloze and interrogatives) are productive communication exercises. The interrogative exercise was indeed given more weight in the 4 point examination, on the grounds that teachers would be stressing this language activity more, but the Cloze test is certainly very creative in character. Teachers teaching at this level should therefore concentrate on skills like Reading Comprehension. Surely these teachers at the Bar-Ilan course would not wish to return to the old style of mechanical language exercise (Indirect Speech etc.), which students were able to do without knowing English at all!)***

Sir,

I think it is correct to assume that references to titles appearing under INFORMATION FOR ENGLISH TEACHERS are of books and texts endorsed by the Ministry. I would like to comment on a text that has recently made its appearance in the shops, at book exhibits at teachers' gatherings and conferences and was referred to in the November 1977 (No. 18) issue of the ENGLISH TEACHERS' JOURNAL. I refer to *WITH IT* by Esther Lucas. The author has added another and rather interesting collection of passages that may very well appeal to the tastes of teachers and pupils alike. I take exception, however, to a number of errors and problem areas in some of the exercise sections that I discovered while perusing the volume.

The volume aims, and so do we when using such a text, at comprehension – placing a high priority therefore on meaning. We wish to encourage our students to be aware of what they are saying and writing – *even when they are doing exercises* – and that, I understand, is why there is an attempt at contextualization in the exercises, not merely manipulating lists. However, we find:

i) on page 19, following a passage on Soviet Jewry, in an exercise on *Word Families*, the following – – "A Jew *who wants to remain a Jew* (my emphasis) can study *Judaism*!!!. I, for one, was terribly upset by the implication of such a statement, and we want our students to be aware of the implications of their reading.

ii) The author then proceeds in the same exercise to – "A *physicist* who is interested in . . . . . science should learn . . . . . ". How did he become a physicist in the first place if he is *not* interested in *physical science* and did not learn *physics*?! Do we want our students merely to mouth forms or to be conscious of what they are saying? The same exercise includes similarly meaningless sentences about mathematicians and biologists – who spend *all* their time on biology!

iii) on page 33, Exercise 3, there is an exercise on *opposites*. One sentence appears with a word in italics and the student is expected to provide its opposite in the sentence following, and we read – a) He is my *best* friend. That is his. . . . . friend. Now, whatever is a *worst* friend? Or isn't the meaning of the sentence important?

iv) In some *word-family* exercises, there seems to be a competely random ordering, with no organic connection between the two sentences: p. 130, 4a "They had three *central* demands. He stood in the *center* of the room." But this is followed directly by: "Some people are *strong*. They have a great deal of *strength*". I find fault with the inclusion of these two patterns jointly. If there is a reason for logical relationships and thought patterns in context, then let the author maintain them consistently in one exercise. If the aim is random, isolated uses of the different forms, let that, then, be the consistent form, without having the second sentence following the first. Including the two patterns together could lead to confusion and meaningless statements, which in turn can teach our pupils that what we say is not really important.

It is unfortunate that an author who has taken such great pains and has successfully compiled and adapted vivid reading passages was somewhat careless in the area of vocabulary exercises. It is my hope that the author will revise the above and that the Ministry will take greater care when endorsing new texts.

Pnina Linder, Ma'agan Michael

The author replies:

Sir,

I should like to thank Mrs. Linder for taking the trouble to make some valid comments on the exercises in "With It".

Before publication, the manuscript of "With It" was not only "perused" but also used in class by a number of teachers who pointed out problem areas to me. Unfortunately those referred to by Mrs. Linder went unnoticed by the teachers who used the book, including the writer, and, as it appears, by the Ministry readers.

A number of other corrections have recently been incorporated in a new edition of "With It", and an attempt will be made to deal with Mrs. Linder's comments in a forthcoming Teachers' Handbook, until such time as another new edition can be printed.

Esther Lucas, Herzlia

Sir,

All our thanks are due to the people who organized and conducted the Television Counsellors' Course that took place in the "Beitan Aharon" Rest House in the beautiful setting of lush Emek Hefer. Twenty teachers from all over the country, from Beersheva in the south to Fassuta and Nazareth in the north, took part in the course and felt themselves involved in and responsible for its success. We all took a lively interest in the new Television series "Gabby and Debby" for Grade 7, that was presented to us there.

Owing to the enthusiasm and drive of Siona Kronfeld, the co-ordinator of the course, and of Dvora Ben-Meir, Sheila Been, Malka Ungar and Rina Kenan we had three and a half days of intensive study, discussions and productive workshops where the new material was analyzed and worked out into smaller units for classroom use. The standard of instruction and information was on the usual high level of all Intructional Television events.

The crowded schedule also included a session in "Group Dynamics" given by Raya Youval. This was new to most of us and was an extremely interesting and gratifying experience that inspired new ideas in the approach to counselling.

Mella Elammy, Jerusalem

Sir,

The Summer Seminar for Primary and Junior High School teachers in the Tel Aviv District was a real "happening" this year. The first section of the course was devoted to the "artistic" side of teaching – songs, games, drama and folk-dancing. Hava Meron instructed and activated the teachers in drama-

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tizing songs and producing plays for the classroom. The teachers were all able to enjoy the experience of getting out of their seats and actually taking an active part in acting in a "classroom production" of "The Pied Piper".

Likewise, the teachers enjoyed actively participating in American folk-dances, led by Mr. Sobel. In this way, teachers were able to get to know other teachers as they danced with their partners. Games made up by teachers and pupils were demonstated for various teaching purposes. Dr. Gabbai's reading and sentence structure series "English Through Colours" was explained by teachers using the series.

The second section of the course tackled the more routine part of classroom teaching, concentrating on listening and reading comprehension, extensive reading, and guided writing. Batia Weisbard gave very practical suggestions on how to set up Learning Centres.

Teachers benefited as much from social interaction as they did from the "learning sessions". The Summer Seminar, which is organized by the English Inspectorate in the Tel Aviv District, has become a happy tradition, which attracts many teachers year after year.

Meira Applebaum, Tel Aviv

THE PLACE OF THE NOTEBOOK

חשיבות המחברת בשעורים לאנגלית. עצות למורה בהקנית הרגלים לימודיים בשמרש במחברות.

LETTERS TO THE EDITOR

מכתבים למערכת: בחינות הבגרות קיץ תשל"ח, בחינות בארבע יחידות לעומת חמש יחידות, ביקורת על ספר לימוד, השתלמויות קיץ תשל"ח.

NEWS FROM INSTRUCTIONAL TELEVISION

עם סיום שנת הלימודים תשל"ח החלו השתלמויות הטלוויזיה הלימודית בכל רחבי הארץ. מרבית ההשתלמויות מוקדו סביב הסידרה החדשה לכתה ז', "גבי ודבי" סידרה בת 5 משדרים ביחד עם "דבי בבית חולים", סידרה בת 8 משדרים, שתשודר מיד לאחר "גבי ודבי" מהווים את התכנית החדשה לכתה ז'. שלשה עשר המשדרים הנ"ל באים במקום המשדרים הישנים של כתה זו.

הוכנו קאסטות מיצירות ספרותיות שבתכנית הלימודים לבגרות. כמו-כן הוכנו שני משדרים על הבנת הנקרא, מיועדים למבוגרים. כעת מכינים חומר לימוד ניסויי אשר ילווה את המשדרים.

TEACHING READING TO BEGINNERS

יש להדגיש את גורם המשמעות בזמן לקריאה ובלמידת מיומנות הקריאה. המאמר מציע גישה דיבורית מבוססת על נושאים, ולבחור מלים ודפוסי קריאה מתוך אוצר המלים הנלמד בנושאים דיבוריים אלה. רוב המלים תתאמנה להתאמות צליל-כתיב, אבל בנוסף תהינה מלים "גלובליות". התלמידים ילמדו את שמות האותיות וצורותיהן, את צליליהם של עיצורים בראשית המילה (במיוחד בשימוש במלים הדומות בשתי השפות ובמילים ידועות היטב מלמוד דיבורי), ואת כמה מלים "גלובליות". הדגש תמיד על הבנה ועל משמעות סמנטית.

INCONGRUITIES IN LEXICAL "GRIDDING"

יישום עקרונות הבלשנות המעמתת (עברית אנגלית) למרכיב המילונאי (לקסיקולוגי) ואילו עד כה רוב העימותים בין שפות היו בתחומי התחביר והפונולוגיה. המחבר מתיחס לבעיות שונות ברכישת אוצר מלים באנגלית על ידי הלומד דיבר העברית.

APPLIED LINGUISTICS CONFERENCE

דו"ח מהועידה החמישית של האגודה הישראלית לבלשנות שימושית, אשר התקיימה באוניברסיטת תל-אביב, יולי 1978. הדו"ח מתיחס להרצאות על רכישת שפה שניה ולא עוסק בחלקים האחרים של הוועידה. בין הנושאים היו: הקלה בלימוד שפה שניה, ניתוח טקסט והבנת הנקרא, אסטרטגיות בהבנת הנקרא לסטודנטים באוניברסיטה בלימוד אנגלית שפה זרה, הוראת פריטית מילונאים באנגלית, מעבדות לשון בשנות ה-80, והגיל האידיאלי בלימוד שפה זרה.

MATERIALS FOR NATIVE SPEAKERS

הצעות מעשיות בבחירת ספרי למוד לתלמידים דוברי אנגלית בבית הספר העל-יסודי. על המורה במסגרת הזאת להתרכז על מיומנות הקריאה והכתיבה, ולא על הדיבור ועל תרגילים בלשון.

BOOKS FOR ENGLISH TEACHERS

ספרי קריאה לשימוש בחוגים לדוברי אנגלית, ובמיוחד לילדים ישראליים (לא עולים חדשים) אשר שהו בארץ דוברת אנגלית וחזרו ארצה. ספרים אלה נמצאים בספרית המועצה הבריטית.

תמצית המאמרים המופיעים בעלון זה:

INFORMATION FOR ENGLISH TEACHERS

הבחינה בהבנת הנשמע, קיץ 1978; בחינות הבגרות קיץ תשל"ח - חידושים והערכות; קורסי השתלמות באנגליה קיץ 1979; על הוראת האנגלית בכיתה ד'; חוברת "בחינות בגרות באנגלית תשל"ו-תשל"ח"; השתלמות מורים קיץ תשל"ח; מינויים לעלון למורים לאנגלית; ספרי לימוד חדשים ומילון חדש; בחינות הישגים מתוקננות; תכנית הלימודים המעודכנת; עתונים באנגלית לשמוש בבתי הספר; חומר ניסוי מתכנית נט"ע לכיתות ח'.

TOWARDS A SYLLABUS FOR SOCIALLY-DISADVANTAGED

כמה הצעות לדיון לקראת תכנית לימודים לתלמידים טעוני הטיפוח. חשוב שתלמידים אלה ילמדו אנגלית לא רק כאמצעי קומוניקציה אלא גם למען התדמית העצמית. בבית הספר היסודי אין צורך לתכנית לימודים דיפרנציאלית אלא לתגבר את הלימודים הרגילים על ידי תוספת שעות, כיתות קטנות יותר, התחלת הלימוד בכיתה ד', ובלימוד ממהדורות "אלטרנטיביות" של ספרי הלימוד הרגילים. בחטיבת הביניים, יש ללמד "תכנית-גרעין" אקטיבית, וללמד את שאר התכנית יותר לשם "הכרה" מאשר "יצירה". כמו-כן, רצוי ללמד באמצעות מהדורות "אלטרנטיביות" של ספרי הלימוד; התלמידים אשר לומדים בהקבצה ג' כן ילמדו לפי תכנית לימודים דיפרנציאלית. בחטיבה העליונה, יש להוסיף שעורי עזר ולספק אמצעים אחרים כדי לאפשר להם להשיג את הרמה הדרושה. לגבי תלמידים מתקשים, יש להדגיש את מיומנויות "ההכרה" כנגד "היצירה" (דגש על הבנת הנקרא והבנת הנשמע) ויותר שימוש בעברית.

SYLLABUS FOR "GEMER-MASMAR"

הצעה לתכנית לימודים לתלמידים ברמת "גמר" או "מסמ"ר" (שתי יחידות למוד). ההצעה דנה ב"מטרות", ב"מיומנויות לשון" (הבנת הנקרא, הבנת הנשמע, הבעה בדיבור, והבעה בכתב), וב"פעולות לשון" (רכישת אוצר מלים, הדקדוק והפונולוגיה).

GUIDELINES FOR SECRETARIAL TREND

הנחיות למורים אשר מכינים תלמידים לבחינה הפנימית בבחינות "גמר-מסמ"ר" (שתי יחידות לימוד) במגמות המזכירות והתיירות: פריטי הבחינה הפנימית, הצעה לתכנית לימודים, והצעה ביבליוגרפית.

ENGLISH LANGUAGE ACHIEVEMENTS

תיאור הסקר הבינלאומי בהישגים בלימודי אנגלית בבתי ספר תיכוניים בישראל, בלגיה, צ'ילי, גרמניה, פינלנד, הונגריה איטליה, הולנד, שוודיה ותאילנד. התוצאות בישראל עלו על הממוצע הבינלאומי. בכיתה ט', עלתה ישראל בהישגים על בלגיה, פינלנד, איטליה, ותאילנד, ובכיתות י"ב עלתה ישראל על בלגיה, צ'ילי, הונגריה, איטליה ותאילנד אבל נפלה מארצות אירופה אחרות. בישראל ההבדלים בין בתי הספר היו גדולים יותר מאשר בכמה ארצות אחרות שהשתתפו בסקר, ולדעת המחבר יש צורך לגוון את תכנית הלימודים ואת ספרי הלימוד בבתי הספר בישראל ויש להקדיש מאמצים כדי להעלות את רמת ההישגים המינימלית.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

מספר 20

חשון תשל"ט נובמבר 1978